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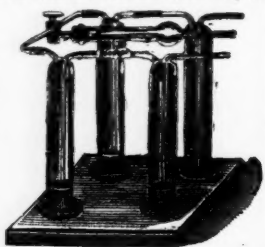
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Uses of School Buildings and Grounds Outside of School Hours*

By Associate Supt. Clarence E. Meleney, New York City.

It has been generally supposed that public school buildings are occupied for the purposes of the school five days each week for forty weeks of the year and six hours each day. This is not always the case. I remember that during my first experience in teaching the building was used $5\frac{1}{2}$ days from 9 o'clock until 4 o'clock with a class after school for advanced study and was a center for singing school and spelling matches during the evenings of the week; was occupied for a Sunday-school every Sabbath, and in fact was an educational and social, not to say religious center for the community.

The principle governing the use of school buildings and yards is the needs of the community. It is not a question of making the property productive. If a neighborhood cannot use the building more than six hours per day it would be a waste of money to attempt to make it productive by other uses than that of education. In New York city there are very many fine buildings that cannot be used for other than day school purposes, but they are open from 8 A. M. until the pupils and teachers get thru with them. There are others in the densely populated sections which are in almost constant use from 8 A. M. until 10 P. M.

When a building is located in a community that can use it all the time, it should be so used, and it must be provided with all the conveniences and facilities that the necessary activities require. A building so located would be likely to have a day school that requires the facilities that would be needed by people who could make use of it for other purposes.

For instance, school No. 1, in Manhattan, near Chatham Square, is in a thickly populated section of the city, but not the most densely settled district. It occupies one side of an entire city block abutting on three streets. The outdoor yard in the rear is quite limited, the large play room occupying the total land area of the building. One portion of it contains fixed and movable gymnastic apparatus. The basement contains boilers, engines, and the school shower baths. Four floors are taken up with class-rooms, two of them arranged for assemblies by means of sliding doors. On the fifth floor are the library, cooking, sewing, modeling, drawing, and wood-working rooms, and the gymnasium. There are two playgrounds on the roof, where recesses, games, and instruction are carried on during favorable weather. None of the facilities mentioned is unnecessary for the use of the pupils of the day school; the gymnasium, the roof, and the baths, as well as the manual training rooms, are in constant use by successive classes of the school all the year round.

This building, as are nearly all others in populous neighborhoods, is used as an evening school from October 1 to April 1; as a vacation school six weeks in July and August; for evening lectures for adults from October 1 to May 1, for which lanterns and screens and movable chairs are provided, and for the social and gymnastic clubs which meet six evenings each week all the year round. Each gymnastic club has the privilege of the baths after their exercises. The same equipment is used by all—the only inconvenience is that sometimes

rooms have to be used for evening classes where the seats are too small for adults. All of the new school buildings in the thickly-populated parts of the city are of this general type; some new buildings do not need the roof playgrounds because there is ample yard space, and others are not yet equipped with baths, but have space to be used for them later.

Cost of the New Activities.

It might appear that too much money has been spent on evening schools, popular lectures, vacation schools and playgrounds, recreation centers, and the other newer social features of the local system, but the cost has not been great in proportion to the whole expenses of the school system. Out of a total expenditure of \$22,386,000 in round numbers, of which about \$5,653,000 was expended on sites and buildings, the evening schools cost about half a million, the vacation schools and playgrounds a little over one hundred thousand, and the lecture system a little over one hundred and sixteen thousand. In other words, the evening schools cost less than three per cent. and the vacation schools and lectures each about six-tenths per cent. of the current school expenses. It is evident that comparatively little is yet being done. The average daily attendance in the day schools last year was 420,480, in the evening schools 22,884, and in the vacation schools and playgrounds 68,864.

The cost of maintaining open buildings is of course a serious question, but really is not great in proportion to the good that may be done and in comparison with the other school work. Analyzed it appears that the cost of the plant is nothing, the added equipment and supplies very small, the instruction and administration much less than for regular schools. Any city in the land can afford this slight increase in school budget.

Purposes.

The purpose may be set forth as follows:

(a) Development of natural activities of the growing child in a city where well-directed or free natural activity is otherwise suppressed; acquisition of skill in doing, constructing, and expressing enlarged intelligence thru contact with things and operations.

(b) Moral training by a system of discipline that engages children in social co-operation, in organization, in subordination, and the exercise of functions belonging to individuals in a community. Added to the positive activities for children to engage in are the advantages derived from enjoyable occupation, amusement, and segregation from the baneful influences of the street and centers where idlers congregate, care and protection from dangers in the street and on the water front, cool, healthful, clean atmosphere during months of an almost tropical summer. It was the interest of scores of thousands of children who could not leave the city in vacation that moved the authorities to institute vacation schools. It was shown to be an absolute waste of valuable property to have these great schools locked up during vacation, when children were obliged to sit on the curb stones and hang on the bolted gates of the school yards, thus crowding the narrow, busy streets, impeding travel and traffic. The problem was not so much how to make the property productive as how to make the children productive, instead of suffering in the hot streets, when ample room indoors was lying waste.

* Extracts from paper read at the recent meeting of the New England Association of School Superintendents at Boston on May 15.

The proper care of the buildings when open for use in vacation is important. Children cannot be trusted with the liberty of such premises without guidance and restraint. Janitors or untried caretakers are incompetent to control hundreds of children; trained disciplinarians and trained instructors are necessary to restrain and control and to skilfully direct all these activities.

Education in Japan.

The report of Kikuchi Dairoku, Japanese minister of education for the year 1901-2, gives an interesting insight into educational affairs in those far-away lands. We are indebted to the *N. Y. Sun* for a brief, yet clear statement of the case.

It appears that in Japan, during the school year just ended, the percentage of children of school age receiving the prescribed course of elementary instruction was 90.35 for boys and 71.75 for girls. The total number of elementary schools was nearly 27,000. The number of teachers fell but a little short of 93,000, and the total number of children in the schools exceeded 4,683,000. The percentage of the enrolled pupils who attended daily was 84.61 per cent. These are remarkable figures, and it is no less noteworthy that the training of both male and female teachers for the elementary schools receives careful attention, and that the appliances and hygienic conditions of the school buildings are undergoing continual improvement.

As regards the next higher grade of instruction there are now seven secondary schools, in different parts of Japan, which are intended as preparatory for the universities. There are also a number of special schools in which the direct, practical applications of the subjects studied are kept in view. Thus, in the Tokio Foreign Languages school, the following eight languages are taught: English, French, German, Russian, Italian, Spanish, Chinese, and Korean. The Tokio Fine Arts school provides five courses of study, including painting, designing, sculpture, architecture, and industrial fine arts. The Tokio Academy of Music furnishes complete instruction in both Japanese and foreign music. There are technical schools intended to prepare men to take charge of industrial operations. Thus the agricultural school at Supporo is designed to train agriculturists for the island of Yezo, which is to Japan what Alaska is to the United States. The Tokio Technical school trains managers and foremen of factories, and a similar institution, already fully equipped, has been started in Osaka. Even the commercial aspect of education is not overlooked; the higher commercial school in Tokio has 53 instructors and 666 pupils.

There are in Japan two universities, namely, the Imperial university of Tokio and the Imperial university of Kyoto. The former comprises a University hall and six colleges of law, medicine, engineering, literature, science, and agriculture. The College of Engineering offers nine courses, to wit: civil engineering, mechanical engineering, electrical engineering, naval architecture, technology of arms, civil architecture, applied chemistry, technology of explosives, and mining and metallurgy. The total number of resident instructors is 222, and there are 35 assistant professors now studying in foreign countries. The students number 2,880, and include eleven foreigners, one of them a native of the United States. The University of Kyoto, tho founded much later than that of Tokio, includes, besides the University hall, colleges of law, of medicine, and of science and engineering. The College of Science and Engineering provides courses in mathematics, physics, pure chemistry, chemical technology, civil, mechanical, and electrical engineering, and mining and metallurgy. There are already 25 professors and 186 students.

When we add that there are laboratories for special purposes and many public libraries we are in a position to appreciate the astonishing progress in education made by Japan within thirty years.

Moral Training in School.*

By DR. J. M. HARPER, Inspector of Superior Schools, Quebec.

When we think of our ways as the makers of mankind, and feel convinced that there is a necessity lying at our door of treating the moral element of child nature in a directly practical way, we are beset on every hand with all manner of difficulties, from the denominational religionist down to the scoffer whose only weapon is the preliminary laugh. In this campaign, in favor of the full rounding out of the methods in behalf of the child, there is no more chance of a halt being called too soon than has been called in the case of an improved physical drill and a more sensible mental training as elements of the school program. The teacher, with his eyes opened by the newer phases and pleadings of pedagogy, sees in the bounteous resources of child energy a something that is not to be repressed, as it used to be, but a something to be made the most of in his striving to find the pleasurable in school work. Mankind, young and old, has ever been after the pleasurable. There is an epicurism even in the most rigid asceticism, and the teacher who has not found the pleasurable for himself in the school-room had better get out of it, since he is never likely to go in search for the pleasurable for his pupils, in his methods of imparting instruction.

The new pedagogic seeks to identify its methods in terms of the pleasurable; and has found little or no difficulty in doing so, as far as a physical drill and an improved mental drill is concerned. There is an exuberance in the physical and mental activities of the young, which, when properly harnessed by the skilful pedagogos within the school areas, makes for the pleasurable that is its own incentive beyond the limits of mere school work. And since nature works along law lines that are similar, there is no reason to believe that the moral energies of the child are one whit less exuberant than the physical and mental energies.

All the talk about the wilfulness of children is but another way of speaking of the exuberance of the moral activities of the child; and in the proper harnessing of this exuberance lies hidden a new method, an element of the practical pedagogy of the present time that no teacher should fail to go out in search of.

I myself have modestly gone out in search of such a method,—something positive, with no halting at a mere negation in which there is only a sound of weeping and wailing over the degeneracy of the times in which we live, but a prying into what is likely to lead us all to find the pleasurable in the moral, for the ordinary young person who occupies a desk in the public school. There is no make-believe about the search I have entered upon, nor is there any finality about the method I have endeavored to formulate. And hence I plead with every teacher to give a helping hand in the maturing of such a method or series of methods, by means of which the moral nature will no more be neglected by the new pedagogy than are the physical and the mental.

Moral training is no peradventure. The method I am seeking to mature thru the co-operation of every teacher in the land, has its foundation in the law which is perfect,—and its developments by Him who has given his Name to the very highest morality civilization knows of,—the development of a pedagogy that knows no equal to it among educationists ancient or modern. Any teacher who would care to look into the matter after this simple and direct enunciation of the subject, may have a fuller elucidation of my suggestion by entering into a correspondence with me, not as a mere disclaimer against past or present neglect, but as one who would willingly give a helping hand towards maturing all suggestions that may tend to having in our schools a less diffusive method of moral training than the purposeless memorization of Scripture texts or the admonition that palls, having so little stability from example.

*Part of address before the Ontario Educational Association.

College English.

Test Questions for *Silas Marner*.

By MAUD ELMA KINGSLEY, Maine.

1. To what department of literature does "*Silas Marner*" belong? To what division of this department? Of what popular form of present day fiction is it a type?
2. What position does George Eliot hold in literature? What is the peculiar feature of all her novels? How is this peculiarity shown in "*Silas Marner*"?
3. The author's views on religious subjects have been much discussed. What attitude toward religion does she assume in "*Silas Marner*"? Quote passages.
4. State the plot of the novel; its underplot; its moral; its fundamental thought.
5. In what chapter is the climax of the simple plot reached?
6. Enumerate the episodes developing the plot; those connecting plot and underplot, and the two chief agencies in the plot development.
7. When and where does the story open? Quote the allusions which fix the date of the story. Among what class of people is the scene laid?
8. How much of Marner's history had occurred before the opening of the story? Relate the facts. What influence had these facts upon his life in Raveloe?
9. Give a word picture of Marner as the reader first sees him. Describe his position in the community. State the reason why he was not molested by the lads of the village.
10. Enumerate the chief characters of the story and give a character sketch of each. Does the reader learn of the character of these personages from their actions or from their conversation?
11. Describe in detail the various changes which take place in Marner's character and the means by which each is effected. Enumerate all the characters who help to bring about these changes.
12. What purpose in the plot development is served by Marner's short-sightedness and his cataleptic seizures? Mention the circumstances under which each mention of these infirmities occurs.
13. Discuss the first paragraph of the introduction. From the text what should you say was the policy of England toward manufactures and the landed interest in Marner's day?
14. Describe the new industry and the attitude of the people toward it. Connect paragraph 1, with the character development of Silas.
15. Describe the location of the cottage. Why is this accurate description necessary for the plot development?
16. Describe Raveloe. Give the villagers' idea of a normal mode of life. Describe the classes of society in the village. The festivities and merry-makings.
17. Give Mr. Macey's views on the subject of Marner's seizures; on pronunciation; on difference of opinion; on Marner's personal appearance.
18. Describe the church and its service at Lantern Yard. Bring out the author's thought in her description of the contrast between Lantern Yard and Raveloe.
19. Reproduce the author's comparison between Marner and a spider. Between Marner's life and a rivulet.
20. What effect had the cure of the cobbler's wife on Marner's life?
21. What purpose is served by the incident of the brown pot?
22. Describe the way in which the Squire's family and Nancy are introduced. What glimpse into Godfrey's past life does chapter ii. give the reader? Under what circumstances is the disclosure made?
23. What three stories make up the narrative of the novel? Select the chapters which develop each. Relate each story.
24. Describe the selling of Wildfire.
25. Describe the theft of the gold. When did the idea first occur to Dunstan?

26. What purpose does chapter vi. serve in the plot development?

27. How long had "Macey, tailor," been over the shop door? Quote the passage.

28. Describe the scene at the Rainbow on the night of the theft. Describe the scene in which the theft is announced.

29. What part does the peddler play in the story? The mole-catcher? The gold-handled whip? The pocket knife?

30. Does the scene in which Godfrey tells his father of the borrowed money serve any other purpose than that of a character-revealing episode?

31. What effect had Marner's loss upon his standing in the community? How is this shown?

32. Describe Dolly's visit to Silas. What part does she play in the story?

33. Put in your own words Dolly's religious belief. Why does she use the plural number when referring to Deity?

34. Enumerate the most dramatic scenes of the story and the characters which figure in each.

35. Trace the steps leading to the disclosure of Godfrey's secret.

36. What is the most improbable episode of the story?

37. Describe the development of Marner's character in the interval between parts I. and II. How long a time has elapsed?

38. Discuss the dialect of the story and the realism of the character drawing.

39. What are the chief literary characteristics of the story?

40. Describe the return to Lantern Yard. The draining of the Stone Pit.

41. Collect all the scenes in which Nancy plays a part. State the outcome of each.

42. From the text give a sketch of the character of the inhabitants of Raveloe.

43. Under what circumstances is the old carol, God rest you, merry gentlemen, quoted?

44. Describe in detail the New Year's ball. What purpose does it serve in the plot development?

45. So far as the development of the plot is concerned where does the story end?

46. Describe Dolly's journey on New Year's eve and its outcome.

47. Discuss the scene in which Marner finds Eppie.

48. What artistic purpose is served in giving Eppie golden hair?

49. Discuss the conclusion of the story. Bring out the contrast between this conclusion and the opening of the story proper.

50. Justify the statement that "*Silas Marner*" is a psychological novel. What is the problem discussed? What conclusion is reached by the author?

My Old Reading Book.

By LAURA F. ARMITAGE, Massachusetts.

In these days when so many new reading books meet the eye, books which contain so much delightful reading matter and which are so beautifully illustrated, it would seem that there is little to be said in favor of the old books and the old system of reading. And yet, tho I am a firm believer in the newer methods, I think that in some respects the old books and the old ways were good, and that they ought not to be utterly condemned.

I took down from a shelf the other day my old reader, which I used in my last years—notice the plural, please,—in the grammar school. I was in search of a quotation from Carlyle, which I remembered reading there when at school, more than twenty years before. Not that I have a remarkable memory, but the selections were read so frequently in those days that they became imbedded in memory. Nowadays children are rushed thru several readers each year, and they must not read any lesson

twice lest they lose interest. Did we lose all interest in those old pieces? Does the child object to hearing "Jack and the Bean Stalk," and the "Arabian Nights" more than once? Does he not demand his favorites over and over again?

When I opened the old book, which had long been a stranger to my eyes, I glanced over its pages and soon became absorbed in re-reading the selections. And what memories of the old school days and the reading lessons this aroused!

Here was "The Keeping of the Bridge." With what gusto we used to read this in concert! A very pernicious custom, I am aware, this concert reading, but the teachers of those days had not discovered it, and so we read together with great spirit,

"And when above the surges

They saw his crest appear

All Rome sent forth a rapturous cry."

We had become wrought up to the spirit of the poem by the time we reached this point, and almost thought we did the shouting for "all Rome" and sent forth the "rapturous cry." The teacher read with us and spurred us on, and we ended in a perspiring state of excitement and felt as if we had "kept the bridge" with the "brave Horatius." When called upon to read a stanza alone, did one of us dare to put into it the fire and animation which we used in reading together when none felt that he was reading to an audience?

It was at this time I made the acquaintance of Shakespeare in the selections from "Hamlet," "Julius Cæsar," "Merchant of Venice," and "Othello." I did not wholly understand them, but frequent reading made me familiar with the passages, and when I came to them later they seemed like old friends.

I remember how I used to take my book from my desk when my work was done—there were not so many things for us to do then, and as there were several grades in the room we had more leisure—and read my favorites over and over until, without realizing it then, I had committed many to memory. They still remain in my memory, to my great pleasure. There was Gray's "Elegy," "The Seventh Plague of Egypt," Wordsworth's "Happy Warrior," "Young Lochinvar," "The Burial of Moses," selections from Pope's "Essay on Man," etc., etc. Does the present generation ever get a chance, in the onward rush in reading, to commit to memory a good poem?

I used to work myself up to quite a pitch of excitement as I read to myself, after the manner in which we had read together in the class, "The Battle of Ivry." My enthusiasm would become intense as I reached this point:

"Now by the lips of those ye love, fair gentlemen of France,
Charge for the golden lilies now! Upon them with the lance!"

Then how my emotions were stirred up as I read and re-read Cowper's lines on the receipt of his mother's portrait,—“Oh, that those lips had language!” “The Fate of Virginia,” by Macaulay, and dear old “Bingen on the Rhine.”

I am sure that we—at least I—learned patriotism from such selections as William Tell's address:

"Ye crags and peaks, I'm with you once again.

I hold to you the hands you first beheld

To show they still are free."

We got a taste of Milton here. There was the sonnet on "Evening," selections from "Paradise Lost," and "Samson Agonistes."

And ah! I can hear now the pupils reading in stentorian tones,

"Lochiel, Lochiel, beware of the day."

Then there was Collins' "Ode to the Passions." How we worked on that for days and endeavored to show in our voices the whole range of the passions!

We used to take turns in selecting a lesson for the class after we had read the book thru twice or more, and

we would display all our elocutionary ability on our own selection.

As to the prose selections, I cannot say much in their favor. To be sure they were from good authors, but many of them were dry and difficult, as the following names of a few would indicate: "The Efficacy of Praise," "Our Paramount Allegiance," "Attributes of Deity," "Condemnation of Socrates." Such as these were somewhat beyond our years and we not only had to labor over them for the reading lesson, but were obliged to parse them for a grammar lesson,—a wearisome task. But we got some bits of oratory, by Webster, Burke, Patrick Henry, and others. The prose matter was not as attractive as the charming stories in the modern readers.

Does the modern school-boy have a chance to become familiar with the choice story or poem? After it has been read in the class and enjoyed, does he often get a chance to take his book and read it to himself and enjoy it again, quietly? Free text-books are a great blessing to the poor, but there is also a disadvantage in them: If one owns his book he can re-read it.

These were the thoughts that came to me as I turned the pages of my old book. When I look at the beautiful readers published nowadays, I think of the advantages of the present generation over the past. But when I take up my old-time reader I traverse the realms of memory and conclude that we, too, had privileges with which we should be loath to part.

Individual Work in Arithmetic.

By SUPT. DUNCAN YOCUM, Chester, Pa.

[Report.]

The amount of time given to individual work in the arithmetic period should be devoted less to additional explanation of the lesson in course of preparation than to patient effort to ensure the mastery of fundamental processes and principles which condition independent study. In geography and history, the period for individual work should be partly spent in teaching pupils to fully comprehend particular passages of the text, but mainly in leading them to express connectedly and in their own words, the ideas which they obtain from books. This systematic effort to teach pupils how to recite should entirely displace the practice common in recitations of having pupils mechanically repeat each question asked them by the teacher, as an essential part of their answer to it, which, while ensuring a "complete statement," wastes much time that should be devoted to drill, by interposing a positive hindrance to the intelligent comprehension of the question, and exacting an unnatural and ridiculous form of expression.

The periods devoted to individual work are to be strictly used for that purpose. While pupils may ask for assistance, teachers should not wait for them to do so; the daily recitation will clearly indicate where it is most needed. Separate record should be kept of every pupil receiving individual instruction, in which should be noted each time that assistance is given, the branch and subject explained, and the approximate number of minutes spent in the explanation. It will always be better to spend the greater part of a period with one or two pupils when time is needed to make clear an essential fact, than to give inadequate assistance to a dozen. The others can afford to await their turn. Whenever occasion arises, special instruction in one branch may be given in the period assigned to such work in another, and even, at critical times, a recitation or so may be dropped, and the majority assigned supplementary work while the few are given the help that may keep them from falling behind.

Time thus spent will be well spent if the kindness, patience, and tact which ever condition the pupil's faith in the teacher's good will, will prevent an occasional blunderer from becoming a dullard, and transfer some discouraged and discouraging trifle into a happy and successful worker.

Summer Travels of Teachers.

Hotels and Boarding-Places Abroad.

The hotels and boarding-places, of which the addresses are given below, are recommended by the Teachers' Guild, of England. They are neat and comfortable, and most of them, as will be readily seen, are comparatively inexpensive. Prices are for board by the week, unless otherwise indicated.

England.

Keswick, Cumberland: Miss Armstrong, Grove House, Main street.

Douglas, Isle of Man: Mrs. Chamley, Shaftesbury House, Empress Terrace, \$1.25 per day.

Liverpool, Lancashire: Miss Butcher, G. F. S., Diocean Lodge, 6 Canning street. References required.

Manchester, Lancashire: Lady Superintendent, Governesses' Home, 111 Upper Brook street, 60 to 80 cents per day. Ladies only.

Bowness, Westmoreland: Manager, Windermere Hydropathic.

Grasmere, Westmoreland: Miss Castree, Tongue Beck, \$7.50.

Boston Spa, Yorkshire: Miss Nicholson, Fir Cottage, \$10.

Dacre (near Leeds), Yorkshire: Mrs. Mason, Holly Villa.

Harrogate, Yorkshire: The Westminster Hotel.

Robin's Hood Bay, Yorkshire: Mrs. E. Granger, Abbot'sford, York Road.

Scarborough, Yorkshire: Mr. Gibson, Boarding-house, Queen's Parade, North Cliff, \$1.50 per day.

Whitby, Yorkshire: Mrs. Gilder, 9 Crescent avenue.

York, Yorkshire: Mrs. Ornan, 25 High Petergate.

Chester, Cheshire: Miss Piper, 23 Bold Square.

Buxton, Derbyshire: Mrs. Dixon, Southgate Boarding-house, Hardwick Mount, \$5.00 to \$10.00.

Cheltenham, Gloucestershire: Miss Headley, Ladies' Collegiate School, 6 Ormond Terrace, \$5.50 to \$7.50.

Gloucester, Gloucestershire: Mrs. Wingate, 21 Clarence street.

Hereford, Herefordshire: Mrs. Pritchard, Blenheim House, Broad street.

Chepstow, Monmouthshire: Mrs. Cooper, Somerset House.

Lichfield, Staffordshire: Mr. C. W. Ellis, Little Hay House, \$5.00-\$6.50.

Malvern, Worcestershire: Mrs. Bray, Gold Hill Boarding Establishment.

Leicester, Leicestershire: Miss E. Sharp, Forest Lodge, Kirby Muxloe, 60 cents per day.

Twickenham, Middlesex: Mrs. Norman Bradley, 2 Cambridge Park Gardens.

Peterborough, Northamptonshire: Miss Urwin, 45 New Road.

Nottingham, Nottinghamshire: Miss Beard, 17 Seely Road.

Banbury, Oxfordshire: Mrs. Miles, Warmington Hill.

Oxford, Oxfordshire: Miss Headley, 40 James street, \$5.25-\$7.50.

Birmingham, Warwickshire: Mrs. Lawledge, 3 Greenfield Crescent, Edgbaston.

Kenilworth, Warwickshire: Miss Lees, Robsart.

Leamington, Warwickshire: Miss Hoggins, 17 Hamilton Terrace, \$8.00 per week.

Stratford-on-Avon, Warwickshire: Miss Rouse, 22 Albany Place.

Warwick, Warwickshire: Miss Ledbrook, 7 Coventry Road.

Cambridge, Cambridgeshire: Miss Cook, Malcolm street, \$6.25 per week.

Ardleigh, Essex: Mrs. G. G. Fenn, The Rookery, \$5.25.

Norwich, Norfolk: Mrs. Forster, 7 Queen street, \$5.50 up, per week.

Walsingham, Norfolk: Mrs. Bartlett Smith, The Beeches.

Ipswich, Suffolk: Miss Clayden, 25 Fonnereau Road, \$6.50 per week.

Lowestoft, Suffolk: Mrs. Aldous, 2 Flensburgh street.

Southwold, Suffolk: Mrs. Stronger, Rockbourne Villa, 6 North Parade.

Canterbury, Kent: Miss Barnes, 5 Tower Bridge street, \$5.00-\$7.00.

Dover, Kent: Miss Lindsay and Mrs. Pratt, 10 Beaumont Terrace, Folkstone Road, \$6.25.

Faversham, Kent: Miss Boulding, 17 Edith Road, \$5.25-\$6.25.

Margate, Kent: Mrs. Duncombe, Sweyn Lodge, Sweyn Road, \$7.50 up.

Ramsgate, Kent: Miss Hadley, 11 Albion Place, \$7.50.

Tunbridge Wells, Kent: Mrs. Bourne, 24 Claremont Road, \$6.00.

Croydon, Kent: Miss Klitz, 35 Dingwall Road, \$5.00 up.

Haslemere, Kent: Mrs. French, The Log House, Hindhead.

Brighton, Sussex: Miss Almond, Clarence Lodge, Grafton street, Marine Parade, \$6.00-\$8.00.

Falmouth, Cornwall: Will's Temperance Hotel.

Scilly Isles, Cornwall: Mrs. Mumford, Cambridge House, Hugh Town, St. Mary's, \$7.50.

Dartmoor, Devon: Mrs. Authors, Lydford Station, Bridestowe.

Southsea, Hants: Mrs. Remy, Queensthorpe, Western Parade.

Bath, Somerset: The Misses Goodsall, 34 Henrietta street.

Glastonbury, Somerset: Mrs. Hayman, 42 Benedict street.

Guernsey: Granville House, Mount Durand.

Jersey: Mrs. Chick, Greenhill Farm, Faldonet, \$5.00 up.

London, W.: Miss Bennett, 7 York Place, Portman Square, \$7.50 up.

London, W. C.: Miss Edwards, 78 Guilford street, Russell Square, \$7.50 up.

London, N.: Miss Dunning, 21 Ashley Road, Crouch Hill, \$6.25-\$7.50.

London, N. W.: Miss Burrell, 65 Brecknock Road, Camden Road, \$5.00.

London, S. W.: Miss Anderson, Como House, 23 Popstone Road, Earl's Court, \$6.25 up.

London, S. E.: Mrs. Whistler, 114 Wickham Road, Brockley, \$5.25 up.

Wales.

Conway, Carnavonshire: Mrs. Williams Bryn Rhedyn.

Penmaenmawr, Carnavonshire: Miss Simons, Gwynfa.

Abergele, Denbighshire: Mrs. Hannah, Inkerman Terrace, Pensarn.

Holywell, Flintshire: Mrs. Pugh, Pantgwyn House.

Ireland.

Belfast, Antrim: Mr. S. McCausland, Balmoral Temperance hotel, College Square East.

Donegal, Donegal: Temperance hotel, Y. M. C. A.

Newcastle, Down: Bellevue hotel.

Dublin, Leinster: Mrs. Ballard, 74 Harcourt street.

Greystones, Wicklow: Miss Gardiner, Prospect house.

Galway, Galway: Mrs. Woods, Bay View, Sea road.

Blarney, Cork: St. Ann's Hill Hydropathic establishment.

Killarney, Kerry: Mrs. Moriarty, New street, \$7.50.

Limerick, Limerick: Bedford hotel, Bedford Row, \$1.00 per day.

(To be continued.)

A list of Hotels and Boarding places in Scotland and the various countries of continental Europe will be published in THE SCHOOL JOURNAL next week.

National Educational Association.

Boston, Mass., July 6-10.

N. E. A. Preparations.

The local executive committee has provided for two convention club-houses, one in Copley hall, open to all delegates, and a women's club in the Girls' Latin school, Copley square. Each will have all the conveniences and comforts of a first-class club. The women's club will be in charge of the hospitality committee, of which Miss Grace Minns is chairman.

The officers of the various school regiments of Boston will be on duty in uniform to guide members of the association to the points of historic and literary interest. This service will be entirely free.

The music committee, under the chairmanship of B. J. Lang, has decided to give two performances of Berlioz's "Damnation of Faust" at Symphony hall. The pastoral scene, Hungarian march, Easter hymn, Serenade of Mephistopheles, dance of the sylphs and fireflies, and the soldiers' and students' chorus of this notable production will be rendered. There will be an orchestra of sixty pieces, several soloists, and a chorus of 250 voices. The committee has also arranged for an organ recital at the church of the Immaculate Conception.

There will be a bureau of information, completely equipped, at each railroad station, at the leading hotels and wharves, and at each hall where general and department meetings are held.

There will be an interesting exhibit of manual training at the Mechanic Arts High school, Dalton street, and an exhibit of drawing in the English High school, Montgomery street. This work will be in charge of a committee, of which Supt. E. P. Seaver is chairman.

The headquarters for the officers of registration, for railroad exchange tickets, and the Indian exhibit will be in the Walker building and the Rogers building, Copley square. The campus connecting the two buildings will be covered and used as a central meeting place.

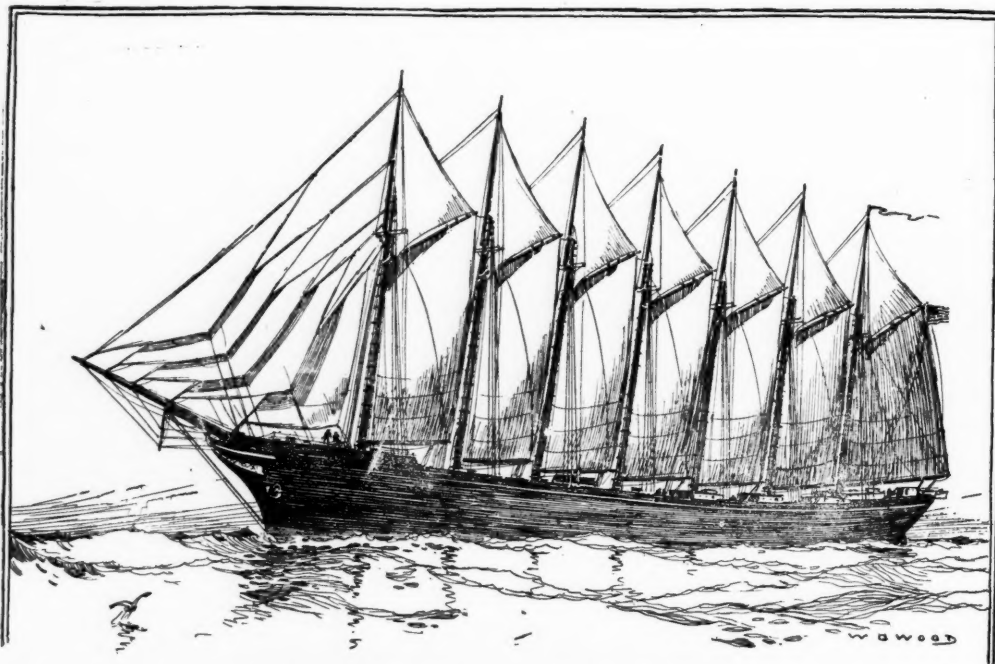
What You Will See in Boston.

By FREDERICK W. COBURN.

The Port of Boston.

One of the facts that you are bound to note about the New England metropolis—for it will obtrude itself upon you at almost every turn—is that it is a rapidly-growing seaport town. When, for example, you climb the stairs of the golden-domed state-house—the hub of the universe Dr. Oliver Wendell Holmes used to believe it to be—and look eastward, you discern almost below you, thru the soft coal smoke that still fills an atmosphere long free from its effects, a harbor that is alive with a greater shipping than it knew in the palmiest days of the East India trade.

This renewed activity of the port is probably the most interesting commercial fact about Boston. Had the N. E. A. come to the city ten years ago this maritime aspect of the New England metropolis would probably not have appeared half so striking, for in the eighties and early nineties few and smaller ships came here than now. The growth of the transatlantic passenger services affords a marked instance. It was only a few years ago when the Cunard line was the only one carrying passengers regularly from Boston to the other side, and its ships on the Boston route were distinctly inferior to those maintained on the New York route. But a few years ago the Leyland and Dominion lines came to Boston, establishing regular connections with Liverpool, and the former has recently inaugurated a service to Antwerp. The latter line has for nearly two years been engaged in a very popular Mediterranean traffic, binding the Hub to the Azores, Gibraltar, and Naples. These two lines, both of which are now part of the International Mercantile Marine Company, more generally known as the "Merger," have it in mind, so it is understood, to do still further things for the port of Boston which seems likely thus to increase its popularity as a point of starting forth for European recreation tourists. It will probably be the case that a great many of the N. E. A. visitors who have planned to go abroad after the convention will go from Boston direct.



THE SEVEN-MASTED SCHOONER, THOMAS W. LAWSON.
The Largest Schooner Afloat.—A Boat Built and Owned in Boston.

However this may be, there is no doubt that the observant visitor in Boston this summer will do well to make some little first-hand study of the features of a great Atlantic seaport. And this will no doubt appear a pleasant occupation during the warm weather of July, for Boston harbor, with its picturesque islands, its cool sea breezes, its opportunities for fishing and sailing, is not to be despised as a summer resort. Of course, you may not have time to spend days of cruising about the harbor waterways. You may perhaps have to be satisfied with merely spending an idle hour or two at odorless, amusing T wharf, where the hardy fishing schooners discharge their cargoes of cod and halibut, and where three or four score of Italian and Portuguese fellows, industrious shreds and patches of humanity, assemble every afternoon in their disreputable dories to count their catches of flounders, eels, and squid caught in the nearby waters. Or, being perhaps more interested in the sociological than in the aquatic side of the life of the port, you may choose to go over to Charlestown, there to watch the outpouring of a horde of immigrants from one of the Dominion line steamers just arrived from the Mediterranean—probably 1,500 or more swarthy Latins eagerly greeted by a vast mob of their compatriots who are already settled in Little Italy or Little Portugal, and who turn out almost *en masse* to greet each batch of new arrivals from the old lands.

These, you will readily understand, are the new New Englanders, the logical successors to the Yankee of Puritan ancestry, who appears from statistics to be committing race suicide; these are the folk whose children will more and more fill up the Boston common schools and whose adult men will need the kind of neighborhood co-operation that is implied in "the school community of the future." Nor are they simply a New England importation. Only about two-fifths of them remain here. The rest go westward, southward, wherever there is demand for their labor. As an opportunity for study of future Americans, who are not yet even "in process,"

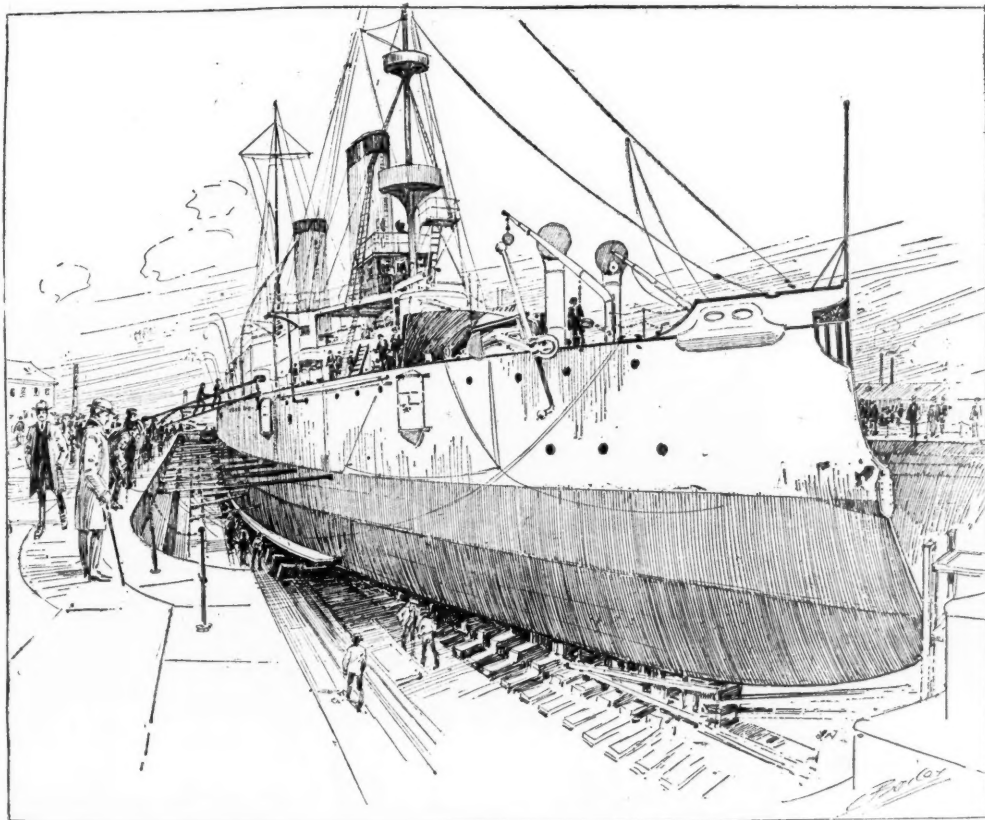
you should not miss the unloading of a Dominion line steamer from Naples.

The Harbor.

But it is probable that you will want also to go out on the harbor—at least to take a trip by boat past the famous Charlestown navy yard, where Old Ironsides lies peacefully at anchor, to the city of Chelsea, at the name of which every Bostonian laughs, tho no one knows why.

Or better still, if you can spare the time, a little journey down to surf-washed Nantasket, grateful on a warm summer evening, or to Nahant, "cold-roast Boston," redolent with memories of Longfellow and Agassiz who summered there. Then, too, the all-day trips abound—to Gloucester up along the fashionable North Shore, or southward to ancient Plymouth, or across the bay to Provincetown, loved by the artists; and there are, of course the all-night voyages from the harbor, useful for an excursion, or when you go away from Boston for good,—the cheap and delightful trip to Portland; to Bangor, Rockland, and other places down the Maine coast; to the British provinces, or perhaps the outside lines to New York, Philadelphia, or the Southern ports. If you come in by rail you may discover it most delightful to escape a term of heated weather over the cool sea.

But in any event you will find Boston's harbor one of its glories, adding not a little to the attraction of living there; and naturally you will be interested in all its economic and commercial features; in, for instance, its three great ocean freight terminals at East Boston, where the Leyland, Cunard, and other lines connecting with Liverpool have their wharves; at Charlestown, under the shadow of Bunker Hill Monument, where the Dominion, Warren, Wilson-Furness, Scandinavian-American, and others put forth to Liverpool, London, Naples, and the Scandinavian ports; at South Boston where the boats of the New Manchester-Leyland, and the Antwerp Red Star lines are docked. Located at these three terminals you will see the three big grain elevators which are one of the chief factors in the growth of the port of Boston, as



U. S. S. "OLYMPIA" IN DOCK AT NAVY YARD.

The Charlestown Navy Yard is one of the most entertaining features of the port of Boston and is well worth visiting.

they have a combined capacity of 3,000,000 bushels and represent as admirable facilities as you will find anywhere. Boston harbor, you must know, has become one of the great channels thru which the grain from Chicago and other Western centers flows outward to Europe. During 1902, for example, it handled about fifteen million bushels of wheat and corn.

Furthermore, the far-sighted merchants of Boston say that this is only a beginning; and when the harbor and dock improvements now in progress, involving the deepening of a channel 1,000 feet wide to a depth of twenty-seven feet at low water or of thirty-seven feet at high, shall have been completed, Boston, which for many years has been the second port of the United States in point of foreign commerce, will have gone still further in the direction of becoming the "Liverpool of America." That it is generally believed the future growth of Boston will be seaward is shown by the fact that nowhere in the United States were the tidings of the formation of the International Mercantile Marine Company more joyfully received than here, for it is well understood that Mr. Morgan, himself a New Englander, with the blood of the old-time maritime "adventurers" coursing in his veins, appreciates fully the advantages offered by Boston Harbor for economical handling of transatlantic business, and that he will in every way possible, while not neglecting the interests of other ports, seek to give Boston its full share of the transatlantic trade.

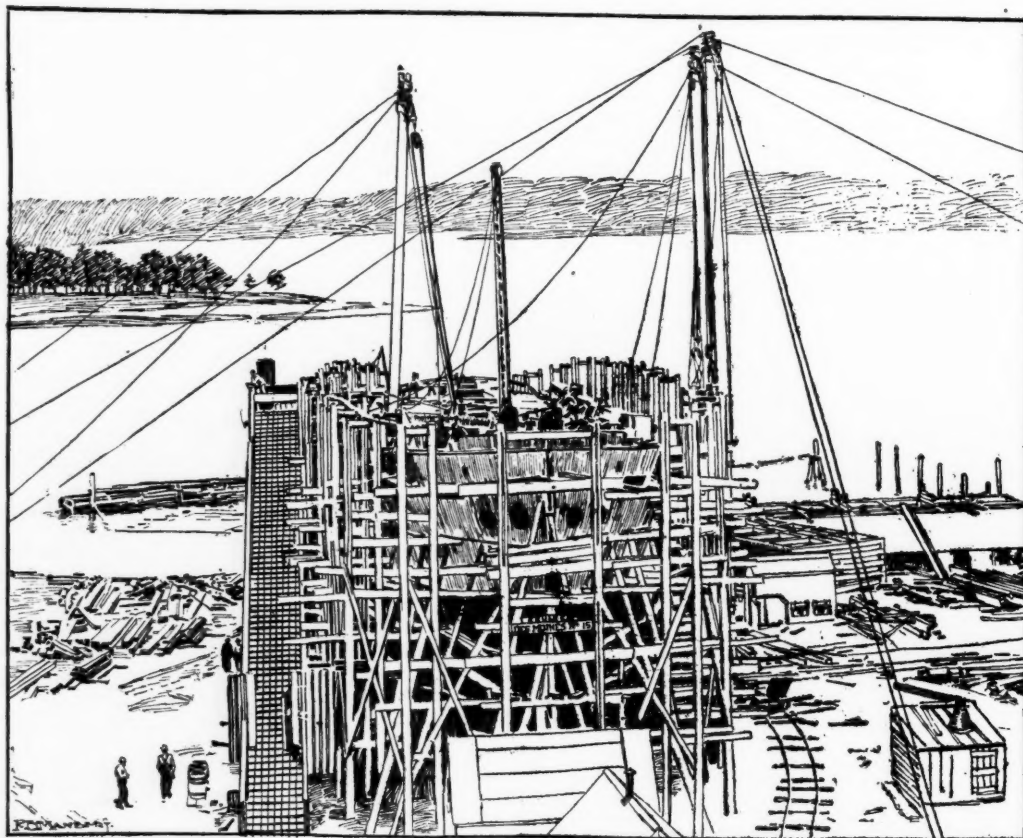
Other Interesting Places.

All this, tho it seems perhaps to be a little away from the pedagogical question, ought to be of vital interest to the visiting educator, for in our work as school men we cannot afford not to understand economic conditions in various sections of this country. Indeed we are all directly affected by them; just as the school superintendent in Illinois or Nebraska sooner or later is brought directly into contact with some of the swarm of Italians now pouring into Boston, sixty per cent. of whom

are shipped further to points outside of New England. Furthermore is it not historically interesting that the Yankees who, for two generations, seemed almost to have deserted the sea, confining their attention mainly to development of great manufacturing industries and of railroad and mining enterprises in the West, in Mexico, and in the British possessions, should now be returning to the passion of their forefathers and should have once more started at the task of upbuilding a great mercantile marine? Nothing short of this seems to be scheduled for the whole Atlantic seaboard by the international combination, and Boston is also developing some enterprises peculiar to itself.

Such, for example, is the big steel schooner. Perhaps as you walk down Atlantic avenue from the South Terminal station you will notice thru a gap in the business blocks on the east side of the street the stern of a huge steel vessel and, turning toward it will find yourself face to face with the seven-masted schooner, Thomas W. Lawson, the only vessel of that class afloat and the largest sailing vessel, with the exception of one square-rigged ship afloat, launched right here in Boston Harbor at the yards of the Fore River Ship and Engine Company and already a familiar sight to every Boston boy. This is the greatest schooner of the celebrated Crowley fleet which in the business of coal-carrying and other coastwise enterprises has become the especial pride of modern Boston, just as her East-Indiamen were in the olden days. And a little further down the avenue you may be attracted by the sight of almost innumerable green bananas unloading from one of the four Admirals in which the United Fruit Company carries on its Boston-Jamaica trade. This enterprise, I might remark, is one of those that are characteristically Bostonian. It has already made Jamaica the most frequented of winter resorts and it is fast persuading teachers that the summers on a Caribbean island are thoroly enjoyable.

No doubt when you have seen the Thomas W. Lawson and the admirals you will be tempted to make an ex-



THE "DES MOINES" ON THE STOCKS.
A typical scene in the great shipbuilding yard at Fore River.

cursion down to the shipyards where the big schooner was launched a few months since. This is a most enjoyable trip. You get to the Fore River yards via the historic city of Quincy, where, of course, you will stop to look at the homes of the presidents, John and Quincy Adams and perhaps will enter one or two of the school-houses that are sacred to the memory of Francis Wayland Parker, who began his educational mission in this quiet town. It is indeed a lovely place in the residential section, but you must leave the peaceful streets and take a trolley car out to Quincy Point, where on the shores of a broad inlet from Boston harbor one of the greatest ship-building establishments on the Atlantic coast has recently come into a clangorous existence.

This Weymouth Fore River as it is called—to distinguish it from the Weymouth Back River—was in the old days the scene of vast ship-building activity. Here grew up a sturdy breed of ship carpenters who could turn out the best square-rigged vessels on the whole coast. Here, from the Quincy ways, was launched in 1789 the famous ship *Massachusetts*, the greatest merchant vessel that ever had slid into New England waters up to that time, and destined under the guidance of her owners, Major Shaw and Captain Randall, two veterans of the Continental army, to be the pioneer in opening up that East India trade which was the foundation of so many Boston fortunes. At the present time the Fore River Ship & Engine Company—as its legal title is—is endeavoring to revive those glorious days of American marine supremacy, and, apparently, with great success.

At any rate you will visit there a great shipyard, employing about 2,000 men, most of them skilled mechanics and earning high wages—a thoroly desirable addition to the community in which Superintendent Parlin is keeping up the high standards set by Colonel Parker. The actual world's work that is going on is bound to prove interesting. Getting a permit, which is easily obtained, you will walk unhindered up and down a yard full of gigantic op-

erations. Certainly the most entertaining of all is the part where the intricate processes started in the score or more of buildings all come together; that is to say, in the great ship-house, a tremendous steel framework 150 feet in height, which is a commanding feature in the landscape on every side. Within this you will find, rapidly approaching completion, the hulls of two United States battleships, the *Rhode Island* and the *New Jersey*. To see the work on these—tho I cannot describe it at length—is well worth the trip out to Quincy Point. Both vessels are to be launched early in the fall so that during July or August the most interesting time will occur for seeing them in actual process of construction. Here, too, about a year ago the United States cruiser *Des Moines* was launched.

Peace, also, has its victories in this great shipyard, for close by the war vessels are constructing the steel six-masted schooner *William L. Douglas*, designed to be a running mate to the seven-master already built, and two beautiful steamboats for the Fall River line plying between New York and New England ports. An evidence of the adaptability of this great yard is to be seen in the handsome steel bridge across the Fore River just below the works. This was built by the Fore River Company, tho it is not ordinarily in the bridge building business.

About the yard you will note various other entertaining appurtenances of the up-to-date shipyard: a huge gantry crane that serves the fitting-out basin, traveling along a concrete deck 1,200 feet long and busily engaged, perhaps, in installing boilers, engines, armor, masts, and stacks upon some vessel whose hull has already been completed; a forge department with its eight steel hammers, one of which, the twenty-ton hammer, is among the greatest in the country; a huge machine shop with its apparatus for boring and planing; a pattern shop that is a model of convenience and neatness; numerous other buildings that are fascinating to one who takes interest in the doings of modern industrial establishments.



THE POLLY.

Still at work on the New England coast, tho she served as a privateer in the War of 1812.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MAY 30, 1903.

The complacency with which presumably intelligent people emit nothing but platitudes, for an hour at a time, when called upon to address teachers or women's clubs upon a subject related to child education, never ceases to puzzle those who witness the performance for the first time. We, who are more at home in an atmosphere of cant, and are in a measure hardened to it, marvel rather at the apparent fortitude of the audience which not only braves the thing thru from beginning to end, but will be on hand again when it is repeated under the guise of a different bill of fare. The average teachers' institutes are Barmecide feasts, the guests not even getting so much as husks to feed them. Universities, like Cornell for instance, when called upon to furnish speakers for the instruction and edification of teachers, send out the poorest sticks available to do service in the cause.

Education is a something that anybody feels qualified to talk about. Some university professors have a real passion for this sort of verbal revel. Of course, there is no reflection upon those who have, by hard study and practice, prepared themselves for the special work of improving teachers in the theory and art of education. They are doing a grand work. But their number must be very small, for it is but rarely that one of them is found upon the platform of a teachers' institute. Here is a field for superintendents and principals to reveal their professional judgment; if they cannot secure instructors who will really help their teachers let them do without them and give the time that would otherwise be wasted, to the reading and discussion of the best articles to be found in educational periodicals.

Not all the trouble of repressing eating by pupils is experienced by teachers in the primary schools. It appears that Professor Patton, of Princeton, was giving one of his lectures on ethics to the theological students and was much disturbed by the cracking of peanut shells; he paused several times but the cracking and eating paused not. At last he said: "I have reserved the most valuable portion of the lecture to be given when the stock of peanuts shall give out, but the supply seems inexhaustible. May I request those who prefer eating to ethics that they bring in sponge cake instead of peanuts."

A superintendent recently made some investigation as to the reading the pupils of his high school were doing. As a result of his work a rather startling ranking of the world's authors was formulated.

G. A. Henty and Augusta Evans head the list of the twelve most popular authors, based on the total number of books read by the pupils examined, but the former was about twice as popular as the latter. E. P. Roe, Shakespeare, and John Esten Cooke form a group next in popularity. Ralph Connor and Conan Doyle were classed together, and the list was completed by a group of five in the following order: Anthony Hope, Irving, Louisa M. Alcott, Alice Cary, and Winston Churchill.

Supt. Gordon A. Southworth, whose arithmetics and grammars are in the hands of many school children, has received his thirty-second unanimous election at Somerville, Mass. He has served the city well and is worthy of this unusual distinction. When he was first elected,

Somerville was a little country village; now it has a population of nearly 70,000 and a school enrollment of over 13,000. Mr. Southworth is hale and hearty, and good, let us hope, for many years more of highest usefulness in the common school field.

What is the matter with the English Education Department? When Mr. Kekewich resigned from the secretaryship there was much shaking of heads, but no one ventured to look very deeply into the reasons for the resignation. Now Mr. Michael E. Sadler has resigned from the office of director of special inquiries and reports. Mr. Sadler has many warm friends and admirers among the educators of this country. His educational labors have won him the respect of the friends of the schools both at home and abroad. Yet he is permitted to leave without one word of appreciation from the powers that be. What is the cause of the trouble? Will Mr. Macnamara take a hand in the matter? Or Mr. Yoxall? They and the other leaders in the national educational affairs ought not to let these resignations, which are detrimental to educational progress, pass without some lively questionings. Is it the intention of the present government to overturn the whole machinery of public education? Britain certainly does not want to let it go abroad that spoils politicians are in control of the situation? Whatever the trouble may be, Mr. Sadler's resignation will be universally regretted. His reports are counted among the most valuable public documents bearing upon education to be found in the English language.

Willing to Go to Jail for It.

In a recent address the Rev. R. J. Campbell, who is regarded as the head of the Nonconformists in England, announced his adhesion to the "Passive Resistance" movement against the new education act. He said he would tender payment of the portion of the rates which was not to be devoted to sectarian purposes, but added that the collector would have to seize his chattels for the balance. He added that he had heard that Secretary Chamberlain was likely to advocate the imprisonment of those who participated in the "Passive Resistance" movement.

The English Nonconformists, after the introduction of the bill in Parliament, made many threats that they would refuse to pay the taxes to carry out the provisions of the act, but since its passage, as the threats became less frequent, it was supposed that the idea of fighting the measure in this way had been abandoned. But according to present indications the Nonconformist leaders have decided to carry out their original plans.

R. W. Parks, M. P., who was one of the most active opponents of the Education act before its passage, speaking at Oxford in the latter part of April, said that if they had been told two or three years ago that a government would come into power and make it one of its cardinal measures to sweep out of existence the great school boards of England and to strengthen the priestly control over the elementary education of their children, they would have said it was beyond belief. There were certain cardinal features in the education act which Free Churchmen never could and never would admit. First of all, in every voluntary school in the country the majority of the foundation managers were not elected by the people, and that must be reversed.

In the second place, they had 14,000 appointments of headmasters and headmistresses in the voluntary schools where the masters and mistresses were subjected to sectarian tests, and none of these appointments could be legally held by Nonconformists. This was bad because it limited the area of choice, and because it was a serious temptation to a boy or girl to change religious opinions simply for the purpose of securing a public appointment. In conclusion he said he did not believe it was their duty to pay a rate for the propagation of a faith or tenets which they believed to be obnoxious.

The Central Figure.

We have read with deep interest the proceedings of the Conference for Education in the South held at Richmond, April 22-24. There is an evident determination to change the situation, to overcome the illiteracy which abounds in the South. The situation is somewhat like that in the North about seventy-five years ago; but the people here were of a different stock and sought to found a community with different ideals, and finally were not encumbered with slavery to the extent existing in the South.

There came a revival day; it was preached by Horace Mann, but he was not the inventor of the better things desired; he was the representative of the ideas of Rousseau and Pestalozzi, which had wrought such changes in Europe; he was an educational St. Paul, proclaiming a new gospel of education. He was especially fitted to do the grand work to which he gave his powers so freely.

The central point in his efforts was to cause the teacher to comprehend and value his work. The entire country was satisfied to have men who possessed the knowledge the pupil was to acquire—we speak more especially of the common schools. Against this, Horace Mann protested, declaring that a knowledge of the art of teaching was as essential as the subjects to be taught.

The great state of New York in 1840 did not believe that one who was employed as a teacher needed to know anything about the art of teaching; in fact, such a thing as the art of teaching was unknown. The young man who worked on a farm in the summer was considered to be precisely the person to teach a school in the winter, at some distance from his home.

It was against this state of things that Horace Mann directed the force of his wonderful eloquence; and when the best men of the state, headed by the great Alonzo Potter (father of the present Bishop Potter), proposed the founding of a normal school to teach teachers how to teach, it met with the strongest opposition, and none opposed it more than the teachers themselves.

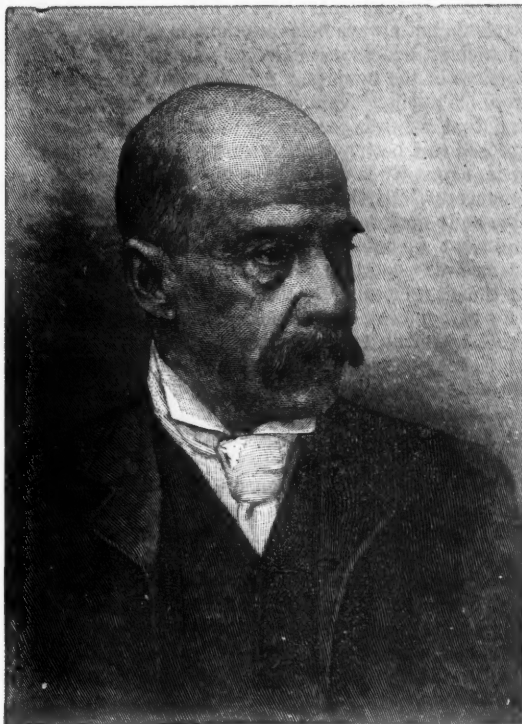
The situation at the South is now much like the situation in New York state in 1840; there exists a strong desire to improve the schools. The way to do this is to follow the plan fixed upon in this state, which has been followed since 1844, with no change in the purpose, but with an enlarged scope every year—a *better preparation of the teacher*. In reading the speeches at the Richmond conference we do not see that purpose expressed as strongly as we would like. Before us lies a letter from a superintendent in North Carolina in which the writer says: "Our schools can accomplish but little so long as the persons now allowed to teach in them are employed. Anybody who can spell, write, and read can get a certificate and a school; he teaches a single term to get money to buy better clothes and goes into other business."

It may be thought that the only way out would be the payment of larger salaries. We know the salaries are painfully small, but the great question involved is that of good teaching. In 1850, there were many of our common schools that paid but \$10 per month and school was kept but four months in the year. But there was a revolution in progress. The fiat had gone forth that there must be good teaching. Meetings were held to interest and arouse the parents. The graduates of the State Normal school had imbibed the spirit of David P. Page, who had received his inspiration from Horace Mann. It was not a salary question with them; they did not study the art of education to make money by it.

The South must have a Horace Mann, we believe; we may say it already has one in the person of Charles D. Melver, and that he comprehends the situation perfectly. The people must be aroused; and, above all, the teachers must be led to look at teaching from another point than the pay. There are many in each state who teach on year after year, and do merely a mechanical work. It might almost be said such a work is more likely to be an injury than a benefit.

We had a letter from a woman in North Carolina who had been teaching for several years, in which the particu-

lar fact was recorded that the only paper she subscribed to was one issued in the state of Maine at twenty-five cents a year, whose chief contents were the advertisements of all sorts of drugs, cosmetics, and knick-knacks. The superintendent referred to speaks feelingly of the "poor ballast" most of the teachers in North Carolina carry. We issue a catalog of educational books and annually send out many copies gratis; our experience is that it is a mere waste to send any of these into the South except to



The late Paul du Chaillu.

the larger cities. The teachers do not want enlightenment concerning the art of teaching.

The central figure is the well-prepared teacher. This does not mean one with extensive knowledge, but it does mean one with a thoro knowledge of the child himself, of his capacities, of his powers, and of the opportunity afforded to develop a noble character in him. The North in some degree realizes that the important thing is the good teacher, the teacher who has made a study of education; it realizes this only in part, however.

Everything must be aimed to produce in the mind of both teacher and parent a right comprehension of the term education. The boy or girl who leaves the school with merely the knowledge the teacher has imparted is not yet educated. The teacher who merely imparts the knowledge he possesses does not educate. The whole system must center on one object—to employ those who can educate, and no others.

A Simple Eye Test.

A simple scientific test applied by the teacher to a pupil who suffers from headache, may determine whether or not the complaint arises from eye strain. Cover the right eye of the child with a card and ask him to look steadily at some small, bright, distant object.

While the child is looking intently, quickly shift the card to the other eye, and note instantly and carefully, whether there is any movement of the eye just uncovered. Repeat the test, changing quickly from one eye to the other. Note whether the eye changes its direction of vision. If either turns out slightly, there is a tendency for the eyes to cross. If either eye turns in, then there is a tendency for the eyes to turn out.

In either case a specialist should be consulted, and in all probability the headaches will yield to his treatment.

Emerson on Education.

The centenary of Ralph Waldo Emerson occurred on Monday, May 25, and it was a sacred day for all who have been lifted by his wonderful writings above the drudgery that must necessarily make up our common life. The effect of Emerson on his time was immediate. He was the needed man at the period; his influence cannot but be lasting. He is called an essayist and a poet, but he has been, and is, an educator.

There are schoolmasters, teachers, and educators; the latter do not always hold positions in schools. Some of the noblest educators in Greece found their pupils in the porticos of the temples. All who read Emerson's books were his pupils. No one could read them without feeling that he was breathing mountain air. Hence, he aroused to a better life a vast number, beginning sixty years ago. He is well worthy of the distinguished title, "educator." By this is meant one who undertakes to enable us to comprehend our surroundings; to know who and what we are. The vast number tend to consider themselves as certain physical beings needing three meals in the day, clothing, and shelter. Supply these to us, they say, and we ask no more. But there is an interior protest against this conclusion. Emerson voiced this protest. Emerson voiced the sense of beauty that lies in all of us. He pointed it out in the flower, in the leaf, in the tree, in the wave, and in the cloud. Ruskin, who was his junior by sixteen years, recalls the efforts of Emerson to invite us to study nature. A half century has passed and the pupils of our schools are asked to examine and report on the aspects of nature.

The affectionate interest that is exhibited towards Emerson comes from the electric effect of his writings on the young men of 1850-60. His "Conduct of Life" is full of sound judgment; it confirms many a young man in his ideals that he fears are too fine for every-day life; he is bidden there to value and cherish his ideals. Emerson encouraged young men not to be ashamed of their convictions, even tho they were not shared by the multitude.

His epigrammatic sayings stayed in the memory. "To-day is a king in disguise" contains a whole page of wisdom; his poetry was not melodious, but it had a kernel of wisdom. Altogether, he was a revealer of hidden things and promoted study and thought, as do all true educators.

School for Atypical Children.

The Groszmann school for nervous and atypical children has been established for the benefit of a small number of exceptional children whose individual needs require physical, mental, and moral treatment by experts. Of these children there is a larger number than is generally supposed, and yet provision made for their training, to mitigate the evil effects of their misfortune, if not to prevent them altogether, is more than scanty.

The term "atypical" includes the backward child, and also the unusually bright and precocious child. The Groszmann school is intended to serve as a pioneer in the rational treatment of these cases. It is based upon the idea of an intimate relation of pedagogical and medical science. In a sense, it may be considered as a children's sanatorium, inasmuch as the physical basis of the atypical mental and moral development receives its full recognition. Careful and comprehensive physiological and psychological measurements, examinations and tests, repeated at regular intervals, form the foundation of the treatment which is adjusted to each case. The school has been fortunate enough to enlist the co-operation of a number of prominent physicians who have agreed to act as advisors in matters requiring expert counsel.

The instructional work of the institution is based on a thoro appreciation of the results of modern researches, and is carefully adjusted to the special requirements of each case. Pupils while having the incentive of companionship and the stimulus that comes from a fair amount of group work, receive separate and personal in-

struction. The work includes school-gardening, manual training, art instruction, out-door sports, gymnastics, excursions and walks to museums, factories, parks, and fields, and as much of the usual studies as the pupil is able to master in an intelligent manner, and without detriment to its general healthy development.

The Groszmann school is doing pioneer work in a field which must sooner or later have attention from municipal and state authorities. Dr. Groszmann's work has already branched out in two distinct directions. In the first place, it has been his privilege to act as pedagogical advisor to parents whose children presented difficulties in education. The function of the "consulting pedagog" is a novel departure in professional work.

Secondly, Dr. Groszmann has assumed an educational responsibility in the case of children who for special reasons could not be placed away from home. He selects the teachers, arranges a course of study, lays out the general regimen of the child, and has entire supervision over his training.

The Four Million Dollar School.

In the presence of many invited guests and representatives of education the buildings and grounds of the Jacob Tome institute were formally presented to the state of Maryland on May 16, Governor Smith accepting them on behalf of the state. This celebration formally inaugurated the wealthiest secondary school in America, founded and supported by the munificence of Jacob Tome. With the expenditure already of nearly a million dollars in equipment and a productive endowment of about \$3,000,000 the school has a bright future. Two dormitories are already filled; a third to accommodate over fifty boys will be ready in September. The faculty consists of twenty-five specialists trained in the leading colleges and universities of America and Europe.

In the history of the United States only six men have given to an educational institution more largely than Jacob Tome, and then in every case to a college or university.

The new school aims to fit boys not only for college, but for entering business without three or four years of college work. Yet its curriculum is so advanced that the boy not intending to go to college can devote himself to considerable work of the college grade.

Prize for Commissioners.

State Superintendent Skinner has made the following personal offer to the school commissioners of the state:

To the school commissioner who at the end of this calendar year has within his district the largest number of school sites of not less than a quarter of an acre, entirely surrounded by a tasty and substantial fence built since Jan. 1, 1903, he will give \$100 in gold. The awarding of the prize will be determined by the personal letter written by the commissioners to the state superintendent not later than Jan. 15, 1904.

Coming Meetings.

June 9.—North Carolina State Teachers' Association, at Wrightsville.

June 13.—Chicago (Ill.) Teachers' Federation. Louie L. Kilbourn, president; Josephine Nichols, corresponding secretary.

June 16-18.—Alabama Educational Association, at Birmingham.

June 23-25.—West Virginia State Teachers' Association, White Sulphur Springs.

June 29-30.—University Convocation, at Albany, N. Y. James Russell Parsons, Jr., secretary.

June 30-July 2.—Pennsylvania State Educational Association, at Wilkesbarre. Supt. Addison L. Jones, West Chester, president.

June 30-July 3.—Music Teachers' National Association, at Neville, N. C.

July 1-3.—New York State Teachers' Association, at Cliff Haven, Lake Champlain.

July 6-10.—N. E. A. at Boston, Mass. Pres. Charles W. Eliot, Harvard university, president; Irwin Shepard, Winona, Minn., secretary.

The Busy World.

A Discovery in Light.

Prof. Arthur W. Goodspeed, of the University of Pennsylvania, has discovered a hitherto unknown ray, which, emanating from the human body, is strong enough to make a distinct photograph. This discovery was communicated to the American Philosophical Society at a recent meeting. Professor Goodspeed read a paper on the subject which he illustrated with photographs taken by the light from his hand. He accounted for the phenomenon as follows:

"All matter absorbs radio-active energy in waves of varying length and gives off this same energy in waves of a changed and definite length. The energy that has been thus transformed is characteristic of the matter that gives it forth. The human body gives out the rays or waves of this energy with comparative freedom and force. It is to be presumed that the character of the human rays vary in an infinitesimal degree with the person, and that each man, woman, and child gives forth not merely the characteristic human light, but a light that is absolutely unique and identifying.

"These rays from the human body are not sufficient to be appreciated by the human eye. It may be that they are seen by the eyes of certain of the smaller animals. For instance, a mouse probably sees a man in a dark room by the light of the man himself."

Commerce in Manufactures.

Four billion of dollars is the estimated annual value of the manufactures which enter into the international commerce of the world. Of this sum, the United States furnishes 400 million, or ten per cent. of the total. This is the conclusion of the treasury bureau of statistics, from an analysis of the international commerce of the principal countries of the world. Of this four billion the United Kingdom supplies twenty-five per cent.; Germany, twenty per cent.; France, about twelve, and the Netherlands, six.

Curiously, the nations which are the largest exporters of manufactures are also the largest importers of manufactures, this being due in part to the fact that much of the material which they use in manufacturing is produced in other parts of the world and not in the countries in question.

In the case of the United Kingdom, for example, which imports 725 million dollars' worth of manufactures annually, thirty-six million represents the value of copper imported from the United States in the form of pigs and bars, the first process of manufacture; sixty-five million dollars, manufactures of silk, of which the material is not produced in the United Kingdom; wool, foods and leather, much of which becomes a material for use in manufacturing.

Dr. S. M. Babcock's Discoveries.

The scientific discoveries of Dr. Babcock, of Wisconsin university, are attracting the attention of scholars in all parts of the country. The statements lately made in THE JOURNAL have aroused an interest among teachers of chemistry and physics in many high schools. We cannot reply to letters demanding more definite information at present. The main principle is this: that the weight of a body is an inverse function of its inherent energy, or, to give a concrete example, a mass of ice will weigh less than the water into which it will turn on the application of heat.

Dr. Babcock has so high a standard in the scientific world that his statements are credited, but he is not yet ready to publish his conclusions. He has, for a long time, believed that bodies changed in weight when their molecular structure was altered, but found it difficult to prove this with exactness. The difference is small; in the case of ice, it gains one pound by melting fifty tons.

The effect of this conclusion will be at once appreci-

ated by students of chemistry. It will lead to the conclusion that all the elements have a common origin; that the difference in the weight of the atoms is due to a difference in the amount and kind of energy they possess. Hydrogen, for example, has the greatest amount of energy and is the highest element. He concludes that all atoms are derived from the ether, differing only in the energy they possess.

That this is a wonderful discovery, if true, all students will admit. It will open up other and unknown fields. Possibly it will be in the power of man to manufacture gold, for example. But Dr. Babcock is not aiming at such an end; he simply labors to establish truth.

The World's Colonies.

The area, population, commerce, and methods of government of the colonies of the world are discussed in a monograph recently issued by the United States Treasury Bureau of Statistics and entitled "Colonial Administration, 1800-1900." The report shows that the colonies occupy two-fifths of the land surface of the globe and contain one-third of the world's population. Of this colonial population of 500,000,000, only three small groups numbering less than 15,000,000 people are composed in any considerable degree of the people of the governing country or their descendants. Practically all of Africa, Oceanica, and Southern Asia are governed by countries not contiguous to the territory in question. All of the governing countries are in the temperate zone and practically all of the territory governed as colonies is tropical or sub-tropical.

The population of the British colonies is 350,000,000; that of France, 56,000,000; Netherlands, 35,000,000; Belgian, 30,000,000; German, 15,000,000; Portuguese, 9,000,000; Spanish colonies, 135,000,000; while the colonial territory governed by the United States has a population of about 10,000,000. Of the population of 350,000,000 governed by Great Britain, nearly 300,000,000 are in the East Indian group, 35,000,000 in Africa, and less than 3,000,000 in the West Indies.

The commerce of the colonies amounts to 3,000,000,000 of dollars, of which about one-half consists of imports, and a large proportion is drawn from the governing country; while, in turn, the colonies supply a large proportion of the tropical and subtropical products required by the countries which administer their government.

On the question of the government of colonies the report shows that in the colonies composed of people of the governing country or their descendants, the administration of government is left almost exclusively to the people of the colonies themselves. In the colonies whose population is chiefly of a race, customs, and climatic conditions differing from those of the home country, the governor and other executive officers are usually appointed by the home government. These, with the aid of natives, frame the laws and regulations which are administered by the officers appointed by the home government.

Local and municipal legislation and administration are left to the natives wherever practicable, and they are encouraged to assume the duties of administering law and improving and developing the community commercially and otherwise. The construction of roads, railways, telegraphs, and other methods of communication by which the natural products of the colony can be sent to the markets of the world is encouraged by the home government, and in most cases the cost is borne by the colony itself. Funds for the conduct of the colonial government are raised in practically all cases in the colony, and by methods usually adopted in other parts of the world, tho in the newer colonies customs duties are the chief reliance for this purpose.

It is shown that the colonies in nearly all cases take a larger proportion of their imports from the governing country than from other parts of the world, and that the demands of the governing country for the products of colonies is a steadily increasing one.

Letters.

Rejoicing in Tuskegee.

The annual journeys of Booker Washington are anxiously followed by the students of the school here in Tuskegee, because upon his success depends the continuation of the school. There are here 1,400 students, and while they all work they must be housed and taught and fed. If only a dollar per week was spent on each that would amount in a year to \$70,000; it really amounts to \$125,000, and this sum has to be collected annually of friends of the enterprise.

The news of the great gift of \$600,000 by Mr. Carnegie came at once by telegraph and aroused the deepest interest. Mr. Washington left New York to visit other places in the West, especially this year, and found a generous disposition after he had explained that the school was not to make preachers or teachers, but to teach young men and women how to live honestly and decently. The hard-headedness of this man was convincing. He secured the money that he needed, and made friends who will help in future years.

This year the school planned to give Mr. Washington a suitable greeting on his return. All the students were dressed in blue—500 women and 900 men; they marched to the music of their own band. Mr. Washington rode in a carriage thru a lane in this great company, all the students with flowers in their hands, down to the chapel, where there was much talking, cheering, and singing. When it came the turn of Mr. Washington to speak he paid no compliments to Mr. Carnegie, but spoke with a practicalness that was really astonishing. Instead of booming the institute and flattering the students he pointed out the need of their possessing solidity, common sense, and honesty; of aiming to do the little, mean things of life with a great heart, of sweeping rooms clean whether they were inspected or not, of driving nails true, of making each brick right, of pulling out weeds and not breaking them off to grow again.

No one can go away from Tuskegee without feeling that Booker Washington is a remarkable man. He sees with the eye and brain of the white man that the way out for the black man is by labor, by economy, by honesty. He invites students to come. There is a large farm where they work all day and study in the evening during the first year. The next year they work two days in a week. They build buildings; house the crops; do the cooking; make the clothing and thus are fitted to go home and cope with life armed with trained powers.

Tuskegee.

J. R. D.

The Junior Republic at Westboro.

In his annual report the superintendent of the Lyman school at Westboro, Mass., records the failure of the "George Junior Republic," an experiment in student self-government which was first applied there in 1899. At that time the trustees authorized the granting of a self-governing charter to any cottage that should apply. Interest in the project developed after Mr. Osborne and Mr. George, of the Junior Republic, talked publicly to the boys. Several of the masters visited the republic at Freeville, N. Y., which had already been in operation four years.

Six out of the eight cottages of the Lyman school then obtained self-government charters. In two of these the charters never went into effect. Disorders arose in a third so that the experiment in that particular one was unsuccessful. In three cottages the charters went into full operation. So effective was the attempt in these three that the masters found it possible to confer a large amount of responsibility upon the boys. Selectmen and judges were elected, who, for a while, administered, with impressive results, the affairs of each little community.

It was found, however, that the sentiment of the school, as a whole, was against the scheme. There was an im-

mediate conflict between the self-governing groups and the general system of the school. Irregularities developed, due to the lack of uniformity. The impossibility, for example, of carrying out the sentence of confinement, one of the punishments imposed by the laws of the chartered cottages, became apparent. This it was attempted to remedy by the appointment of a central governing body, but the boys of each group distrusted the decisions of a central court which was frequently made up from the citizenship of another group. In this way the federal bond proved too weak to withstand the tendency toward local government.

An additional cause which led to the failure of the experiment was the feeling on the part of those in supervision of the school, that, in no case, must anything be allowed to go wrong. The willingness, which prevailed at Freeville, to put up with disorder and other abuses in order to put into operation the corrective principle of self-government was lacking at Westboro. Consequently, all charters have been suspended, and, for the present, the system has passed out of use.

The failure of the junior republic idea in this case is due to the difference in local conditions between the Lyman school and the New York community. At the latter, boys who are natural leaders stay for several years and are, apparently, a large element in its success. Before the lesson of self-government can be learned a considerable degree of license must be permitted. This cannot be done in a school like that at Westboro.

The enterprise of the superintendent and masters have not been without result. The school has developed new elasticity of method and cordiality of feeling between master and boys. The following quotation is from a letter of the superintendent to one of the trustees: "I think I am not optimistic, however, in saying that, while we are far from being where our hopes had lifted us, we are upon a somewhat higher plane than before we began the attempt, and I am not discouraged because our progress is slow. When I recall ten years ago I know we have gained."

C. N. B.

Boston, Mass.

Western Enthusiasm.

At your request I will endeavor to put down a few of the thoughts I expressed in your office after my return from a trip thru several Western states. One cannot but feel the enthusiasm in the schools, especially of Iowa; I can speak of that state because I spent more time there. This enthusiasm seems to be based on the belief that they are doing a superior kind of work. Now that strikes me very favorably. I have traveled in Massachusetts, New York, and Ohio a good deal also, but there is not this special pedagogic enthusiasm. There the feeling seems to be either there is nothing to be learned about education or else it is already learned. I was a few years ago at Dr. Mowry's Summer School at Marthas Vineyard and the remark was made that such a school in Iowa would be crowded. "The East is in a self-satisfied stage at present," was remarked by an instructor.

Allow me to speak a few words respecting Dr. Mowry's work. He is one of the noblest men in all New England; he is a successor to that glorious company to which Geo. B. Emerson, Horace Mann, Henry Barnard belong. It seems to me that if I were teaching I would spend every summer at Marthas Vineyard.

As I have said, the enthusiasm at the West is not that a place is got where a salary is paid, but that a splendid work is being done worthy of the day and hour. The cars were stopped by a "hot box" at a little hamlet in Iowa and the conductor said we should be there an hour, as it had become a serious matter. Seeing a school building I made for it; there were upwards of thirty pupils, and a pleasing woman teacher inside.

She had seven pedagogical books in her desk; upon complimenting her, she said: "Oh, I have a great many more." There was a pupil's library; there was a case

which contained forty charts neatly mounted, all issued by your firm; one exemplifying "Sulphur Mining" was on the wall of the school-room. There lay on the desk *The Teachers' Institute*. On expressing my liking for it, she said, "There is nothing like it; it is all the time leading us to attempt better things."

Now this may be thought to be an extraordinary case, but I do not think so. I found in every school that the teachers were buyers of books relating to teaching, or rendering aid in some way. This, in my judgment, marks the present age from the former one in which the only equipment of the teacher was a stout ruler.

I have heard my father tell of the teacher coming on the first day of school in the autumn with a half dozen green beech whips six feet long each, and hanging them up saying, "Now you see what you will get if you don't toe the mark." Think of that way of creating enthusiasm in seeking after knowledge! There was then no art in teaching; the teacher knew how to spell and read and forced the pupils to acquire these things. But that is changed. Teaching is a real art, it takes many years to acquire it; some never can. But one who wants to be a real teacher rather than a "reciting post" has got to settle down to study.

In a city in Michigan I found an unusual man as superintendent; he has been invited away to Illinois since. This man said to me with glee: "I have got all my teachers in motion at last; they are all studying and, mark you, they like it. At first how they did hate to come to a teachers' meeting. But the board of education made a by-law that a teachers' meeting must be held not less than one hour long each week, and there I had them. Why, they have doubled in value."

This man had your *SCHOOL JOURNAL* on his desk and spoke of your work in terms of the highest praise: "Thru thick and thin they hold up the banner of progress in pedagogy." You cannot without traveling in the West comprehend the movement toward a higher goal. There is more respect for teachers than formerly; the people comprehend the new education. But you will not want any more of my ideas, I am certain.

New York.

HORACE MANN, JR.

A Tragedy that Might Have Been.

An amusing anecdote of the author of *Wee Macgregor* (Harpers) is told by an old friend of his to the following effect: While Master Bell, whom no one then suspected of being the future creator of the irresistible "Macgregor," was being educated at Morrison's academy, Crief, N. B., he took it into his youthful head to go "oaring." Spurred by a young, chivalrous, and much smitten heart, he invited as his companion the little girl who had the happiness of being his sweetheart. They asked no permission, but crept surreptitiously to the boat and pushed off, the boy oaring ardently, while the diminutive sweetheart looked proudly on. After some hours they were missed at home, and it was discovered that they had gone off alone in the boat. Parents were excited, friends anxious, and all the place aroused as time went on and no glasses, frantically manipulated on shore, could discover a trace of the delinquents. Finally a speck was observed floating in the distance, and in a few moments boats put out in hasty pursuit, with the full expectation of disaster. This fear increased as they drew near and not a trace of the children was to be seen. The pursuers pulled alongside. There in the bottom of the boat the pair who sallied forth with such brave and romantic energy were discovered sound asleep.

A Trained Cat.

Everyone is familiar with the habits of the domestic cat and knows how difficult it is to teach one to perform even the simplest trick. Thus a cat in a play, which appeared some years ago, made somewhat of a hit by her acting. Every night, at a certain cue, this cat came on the stage, walked across to the fireplace, stretched herself and then lay down in front of the blaz-

ing hearth. So naturally did she do her part that she frequently got a round of applause.

This, of course, seemed to indicate that the cat had had a remarkable feline education, but it was really a simple matter. A few minutes before the time for her to go on she was placed in a basket just large enough to hold her comfortably without giving her a chance to move or change her position, and then left in a cool place in the cellar. At the proper moment, she was brought up stairs and released in the entrance to the stage. Of course she walked across the stage to where the fire was burning, and when she got there it was natural for her to stretch herself as a measure of relief after her cramped position in the basket, and then lie down in the warmth of the blazing log.

After Botanical Treasures.

The New York botanical garden is responsible for a large number of expeditions. The librarian, Miss A. M. Vail, has sailed for Europe to attend auctions in Paris, where some valuable botanical works are cataloged for sale. She will also make a tour of Holland in search of other volumes. Dr. M. A. Howe is to make a tour of the West Indies, giving special attention to fresh water algae and sea-weeds. Professor Underwood, of Columbia university, has been pursuing botanical investigations under the auspices of the botanical garden in the West Indies since January, making a special study of ferns. He will continue his work in Cuba, Jamaica, and Europe. Professor F. E. Lloyd is to investigate and collect the flora of Dominica and neighboring islands. The garden also has L. R. Adams, of Stanford university, in the field in Southern California, making investigations of the flora of that district.

The Oldest Laws.

The discovery of an ancient stele containing the laws of Hammurabi, king of Babylon (2285-2242) has led to a careful study of its contents and a translation. Modern students like the celebrated Delitzsch are now satisfied that Babylon was the fountain head of ancient knowledge. Many believe that Moses spent part of his forty years absence from Egypt in that literary center, and found stores of legal knowledge in its vast libraries. A deep interest is felt in every discovery there; the railroad planned by the German emperor will open up this ancient field; there are boys and girls in our schools that will travel by steam railroad thru this district, now abandoned, but once the busiest section of the earth.

Prof. Alexander Graham Bell has resigned the presidency of the National Geographic Society. His reason for relinquishing the office is that all his time is employed, and will be for some time to come, in perfecting his new kite-flying machine.

Now is a good time to begin taking Hood's Sarsaparilla, the medicine that cleanses the blood and clears the complexion.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals *THE SCHOOL JOURNAL* is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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The Educational Outlook.

Manual training has been made a qualification for entrance to the College of Liberal Arts of Northwestern university. It can in the future be substituted for physics, chemistry, botany, or biology, and will be given recognition as a part of secondary school work.

The school fund of Minnesota now amounts to \$15,300,000. This is largely the result of the efforts of ex-Governor Ramsey in providing that no lands of the state may be sold for less than five dollars an acre.

Superintendent Cooley, of Chicago, is alarmed at the possibility of a dearth of teachers in the city schools. Therefore he has recommended:

That a regular, partial certificate to teach in the elementary schools of the city be awarded to students successfully completing the work of the first two years of the course in the Chicago normal school.

That a special certificate in the special subject pursued be awarded to students successfully completing the additional year's work in the special courses and subjects taught there.

An attempt is being made by the municipal authorities at Arles, France, working in conjunction with the street railway company, to put a stop to cigaret smoking by minors. Every student who is seen to ride on the cars with a lighted cigaret in his mouth loses the benefit of transportation at half fare.

Signora Bartelli, a teacher in a boys' school at Florence, Italy, has won a suit against the city, which, contrary to the law, has been paying her less than it would a man in the same position. She has been awarded arrears of back pay for eleven years.

John L. Sheldon, of the botanical department of the University of Nebraska, has accepted the position of professor of bacteriology at West Virginia university.

Plans have been made at the University of Pennsylvania for the new engineering building which will be completed in September, 1904, at a total cost of \$500,000. The building is to be 300 feet long and 175 feet deep, with an exterior of dark brick and sandstone trimmings.

On the first floor will be located the geodetic, hydraulic, and physical testing apparatus, with a special room for surveying instruments. Shops, forges, and machinery of various kinds will be on the second floor, and on the third will be class-rooms, a reference library of 25,000 volumes, and an engineering museum.

The New Mexico board of education will meet at Santa Fe, on June 8, for the purpose of considering the subject of text-books to be used in public schools of the territory for the next four years.

A petition signed by 2,000 Chinamen was presented to President Roosevelt on his recent visit to San Francisco. The president was asked to assist the native born Chinese children in that city to obtain education in the public schools of the city. They complained that the Chinese are taught in a special school and are insufficiently instructed. To improve their condition they ask to have the Chinese children admitted to the public schools.

Mary Warner, a teacher at Centreville, N. J., recently saved a twelve-year-old boy from drowning. The boy fell into a canal, his frightened comrades standing helpless. Miss Warner jumped into the water, grabbed the drowning lad by his coat collar and after a struggle succeeded in bringing him ashore.

The school board of Memphis, Tenn., has voted to issue \$75,000 worth of bonds to build two new school-houses and to erect additions to several existing buildings.

Studies Eliminated.

Philadelphia is to inaugurate a new course of study in the elementary schools next fall. A large amount of detailed work has been cut from the course. The course in the elements of algebra to accompany the arithmetic is modified as follows: The introductory work of the seventh grade is simplified and transferred to the eighth grade, and the finding of the common divisor and common multiple of algebraic expressions is dropped.

The principal modifications in language are the omission of the technical grammar from the fifth year, and making a redistribution of the work among the last three years of the grammar course.

The reduction in the course in United States history and civics will include details of campaigns and battles in the several wars. Large reductions are to be made in the amount of civics and physiology.

The Clarkson Foundation.

The Thomas S. Clarkson Memorial School of Technology was founded in 1895 and opened its doors to students in September of the same year. The object of the Clarkson foundation is to provide technological co-education of college grade. For admission there is required a thoro four-year high school preparation. The regular courses comprise instruction in the applied and economic sciences, engineering and technology. The courses for the first two years are taken by all students. They include instruction in language, science, mathematics, drawing and technology, in which the aims are distinctly cultural in spirit and method. While providing a liberal and scientific education, they lay a substantial foundation for future technical studies. The work of the last few years is subdivided and grouped around the leading technical instruction.

The school is situated at Potsdam, N. Y., in a region possessing natural advantages and opportunities of interest to scientists and engineers.

The main building, 87x57 feet, has two wings, each 180x36 feet. It is built of red sandstone, finished inside in quartered oak and hard pine. It is of fire-proof construction, ventilated by fans, heated by both direct and indirect steam radiators, and lighted by electricity. In the main building are the director's office, library, recitation-rooms, chemical and physical lecture-room, drafting-rooms and assembly hall. In the basement are the boiler rooms, photometer room and laundry. The east wing is occupied by the woodworking shop, the machine shop, and the steam engine and dynamo rooms. In the west wing are the chemical laboratory, the electrical and mechanical engineering laboratories, and forge shop.

The four-year courses afford thoro preparation for those who intend to engage in the professions of civil, electrical, and mechanical engineering. There is also a special two-year course for those preparing to teach home science in the public schools.

The Wilkesbarre Program.

The forty-eighth annual session of the Pennsylvania State Educational Association will be held at Wilkesbarre on June 30, July 1, and 2. Among the subjects for discussion at the general sessions are: "Compulsory Attendance," "Supple-

mentary Reading," "Child Labor," "Mental Fatigue," "Manual Training," "Citizenship from School Training," "Teachers' Institutes," and "The Course of Study." Special conferences will be held to discuss various aspects of the following subjects, Nature study, kindergartens, compulsory attendance, manual training, child study, county supervision and secondary education. The officers of the association are: Supt. Addison L. Jones, of West Chester, president; Dr. J. P. McCaskey, of Lancaster, secretary; Prof. David S. Keck, of Kutztown, treasurer.

Aside from the social and educational reasons for attending this convention, Wilkesbarre is an ideal place to spend a few days in rest and recreation. It is noted for its beautiful situation in the center of the anthracite coal field and the historical valley of Wyoming, surrounded by rolling mountains on every side. It is a city of beautiful homes, fine churches, active business enterprise, and great wealth.

Recent Deaths.

S. D. Bradwell, for four years state school commissioner of Georgia, and for nearly five years president of the State Normal school at Athens, Ga., died recently at Sharpes, Fla.

Mrs. Charlotte Frances Glover Howard, one of the oldest public school teachers in New York city, died on May 11. She taught for forty-five consecutive years, thirty-five of which were in grammar school No. 7, in Chrystie street. She remained at her post until a week before her death.

J. R. Finch, a retired teacher of the New York city schools, died at his home in Rahway, N. J., on May 22, at the age of eighty years. He was retired some years ago and has since then resided in the New Jersey town.

Mrs. Mary Curry, widow of the late Dr. Jabez L. M. Curry, died at Atlantic City, N. J., on May 22.

T. Algernon Rose, of Durham, N. C., principal of Mathews academy, Mathews Court House, Va., died on May 19.

ORANGE, N. J.—Augustus T. Grinstead, a member of the Orange board of education since 1874, died on May 20. He was connected with the legal department of the Delaware, Lackawanna and Western Railroad.

NEWARK, N. J.—William A. Gay, president of the Newark board of education from 1896 to 1898, died on May 19.

Selim Hobart Peabody, formerly president of the University of Illinois, died on May 26 at St. Louis where he was assistant director of exhibits at the St. Louis exposition. He was born in Vermont in 1829 and graduated from the University of Vermont in 1852. He received the degree of Ph. D. in 1877, and LL.D. in 1881 from the University of Iowa. He taught successively in the Burlington, Vt., high school, Fairfax, Vt., Polytechnic College of Philadelphia, and Fon du Lac, Wis. He was superintendent of schools in Racine, Wis., in 1862. He then went to the Chicago high school, Massachusetts Agricultural college, and Illinois Industrial university. He was president of the University of Illinois from 1880 to 1891. He was connected with the Columbian exposition, Paris exposition, and Pan-American exposition. He was editor-in-chief of the International Encyclopedia and was president of the National Council of Education, 1889-1891. His published works include, "Astronomy," "Juvenile Natural History," "New Practical Arithmetic," "American Patriotism," and "Charts of Arithmetic."

The Metropolitan District.

The Association of Principals of Primary Schools and Departments has been merged into the Women Principals' Association. The officers of the association are: Miss Katharine D. Blake, president; Miss Josephine E. Rogers, honorary president; Miss Mary C. O'Brien, secretary.

Commissioner Pierre Jay has resigned his position as a member of the board of education. He was a member of the committee on finance and special schools, and was assigned to District No. 7.

Mayor Low has appointed Henry N. Tift a member of the board of education to succeed Commissioner Jay. Mr. Tift is chairman of the local school board of the Fourteenth district, and has been interested in the public schools for a number of years, having been for some time a school inspector.

The regular semi-annual celebration at the New York Juvenile asylum, Amsterdam avenue and 176th street, will occur on Friday afternoon, May 29. This event has been a feature at the institution for many years and affords to those interested a pleasant study in the care and development of waifs. They and their work will be the feature of the occasion.

At the May meeting of the local school board for the third district, satisfactory progress was reported on the building facing Seward park, and another between Madison and Monroe streets.

It was announced that the proposed special school for crippled children is under consideration by City Superintendent Maxwell.

The board of education has asked the board of aldermen to allow them to secure pianos by private purchase, as satisfactory instruments cannot be obtained by advertisement.

The first fellowship at Columbia university awarded to a woman for some time will be held next year by Miss Bannette Miller, of Columbia, S. C. Miss Miller will come as the fellow of the Baltimore Association for the Promotion of the University Education of Women.

The trustees of the Brooklyn Heights seminary have decided to continue the school, and Dean James E. Russell, of Teachers college, has been chosen dean of the seminary. The school will be reorganized with a new staff of teachers.

The fifth annual outing of the teachers of Hudson county, N. J., will take place Saturday, June 6. The steamer Cygnus will leave Hoboken at 9.30 A.M., and Jersey City at 10.30, for a three hours' sail via the Narrows around Staten Island to B. ynton Beach.

The board of superintendents has decided that hereafter no high school pupils can be excused from the work in physical culture without the consent of Dr. Gulick, the physical director.

The lumber dealers of New York refuse to furnish lumber to the schools during the strike, altho the subway, as well as all government, state, and municipal work are exempt from the shut down. The dealers hold that the schools are neither public nor municipal work, since public schools are erected by private contractors.

At the opening exercises of the De Witt Clinton high school annex in East Twenty-third street, on May 15, Commissioner Abram Stern made a practical address to the boys upon the wisdom of placing a good reputation ahead of riches.

The twenty-nine teachers of public school No. 90 recently presented the prin-

cipal, Mrs. F. M. Reins, with a diamond and pearl sunburst in honor of her fifty years' service in the public schools.

Mrs. Reins is the oldest public school principal in New York in point of service. Just fifty years ago this month she received the appointment of teacher in school No. 3. On October 25, of the same year she was made principal of the Melrose school, then on Terrace place. When public school No. 4 was completed she was put in charge of it, and there she remained until 1891 when her present school, No. 90, was completed.

Vandals recently gained access to the library of Columbia university and cut a number of pages and prints from rare editions, which cannot be replaced.

Park Commissioner Wilcox is planning to open summer playgrounds in Madison square, Battery park, Tompkins square, and a part of Central park, at least two days a week. The experiments with Bryant park have proved that portions of the parks can be successfully used for the children. When the boys were first let loose on the greens they went practically mad with the unwonted freedom. To give the grass a chance to recuperate it was found necessary to limit them to two days a week.

Teachers college is to hold an extensive educational exhibit during the last week in May. Not only the college building, but that of the Horace Mann school will be utilized. The work of practically every department will be placed on view, and besides displays of specimen work in domestic art, manual training in its various phases, domestic science, drawing, laboratory experimentation, oil painting, fine arts in theory, practice, and history, and other similar subjects, a number of innovations will be introduced.

Among these will be a series of music recitals by pupils of the Horace Mann school, and an exhibit of classes in gymnastics from 3 to 4 P.M. on May 27 and 28. One of the features of the exhibition will be the equipment of a laboratory for home nursing, arranged by the class in hospital economics.

Corporal Punishment Favored.

The Male Principals' Association has declared in favor of corporal punishment in adopting a report of the special committee on school discipline. The report reads:

The subject of discipline, which, in our opinion, is of the most vital importance to the welfare of our public school system, calls most urgently for a modification of the laws governing it; for it is our belief, based on observation and experience extending over a number of years, that the means at our command for disciplining the unruly pupils of our public schools are inadequate. We, therefore, beg leave to submit:

1. We are in accord with the general spirit of the laws governing punishments of refractory pupils; at the same time we must confess that there are children in our public schools upon whom the prevailing method of discipline has not the corrective influence it is intended to have.

2. We feel justified in recommending for these pupils sterner measures, for the following reasons:

(1) Every child, no matter how perverse he is, has the right to demand of us, as the chief element of his future welfare, that we train him to a wholesome respect for law. Training implies power to enforce obedience.

(2) The child's right is our duty, from which we are not absolved by the mere plea of sentiment.

It is unjust repeatedly to subject the well-behaved children to the contaminating influence of one or two of their classmates, for each act of disobedience or of unseemly behavior leaves its impress upon the minds and characters of the youthful observers of it. The unruly children of the class, taking advantage of the limitations upon the powers of the teachers, waste the time of other pupils, make class management a difficult task, and in many instances conduct themselves toward teachers in a manner that would not be tolerated outside of a public school building.

We would, therefore, respectfully recommend that any pupil who, upon trial by the proper authorities is adjudged unamenable to the prevailing method of discipline, shall thereafter be deemed subject to corporal punishment, to be administered by the principal or by some teacher designated by him.

The report also deals with truancy. The mere recruiting of the ranks of truancy from those who are not strong enough to withstand temptation is not the final or the worst result. Familiarized with the unpunished violation of one law, the truants in our schools too often become violators of others, finally appearing at the bar of the criminal court.

To remedy these defects we submit:

1. That a sufficient number of attendance officers should be provided to admit of the prompt investigation of every case reported.

2. That the entire magisterial powers in cases of truancy should be lodged with the district superintendents, who should have power

To commit for a hearing on charges by the principal or other person.

To commit after a hearing with or without the parental consent.

To compel the attendance of parents at hearings.

To fine parents who neglect their duties under the law. But the minimum fine should be less than at present.

3. That permanent provision should be made for the accommodation of fifteen hundred truants; and that the existing institutions of correction should be used as a temporary resource to supply the present or any future deficiencies.

What of the Rod?

The most important action taken at the last meeting of the New York City Teachers' Association was the appointment of a committee of five to examine into the results of the abolition of corporal punishment in Brooklyn, Queens, and Richmond as compared with the results when corporal punishment was permitted. The sentiment of the meeting was strongly against the present rules which were declared to be the work of theorizers who knew absolutely nothing of practical school problems.

Educational Council.

At the final meeting for the year of the New York Educational Council, District Supt. D. L. Bardwell, of the borough of Brooklyn, discussed "The Scholar's Gift to Our Time." His theme was to the effect that scholarship has given us great gifts, and no school, he believes, which does not give respect for scholarship is doing the work it ought. The highest of utilities is man; the better the man the better the utility, and scholarship makes a better man. The first gift of scholarship he regarded as the illumination of new truth, and no men have released so much of dynamics, have done so many things as the investigators into the realms of truth.

The second gift was a higher standard of citizenship and manhood than has ever

existed before. This was due to education and scholarship, and the public schools have done a great work in developing character.

The third gift of scholarship was toleration. The highest gift of greatness, Mr. Bardwell declared to be toleration, the power to yield another freedom of thought and action.

A committee was appointed to nominate officers for next year.

A Loan Exhibition.

Under the direction of District Supt. J. H. Haaren, P. S. 41, in Greenwich avenue, had a most interesting treat in the shape of a loan exhibition of paintings by American artists. The pictures were selected with care, the object being to have them exert a wholesome educational influence upon the school children. There were pictures by Homer Martin, George H. McCord, Frank De Haven, Harry Roseland, Bruce Crane, H. Siddons Mowbray, Walter Shirlaw, and others. Mr. Shirlaw and Mr. McCord gave brief talks to the children at the formal opening of the exhibition.

In Favor of Clean Schools.

In consequence of an extensive investigation made into the present method of employing janitors' assistants in the public schools, the Municipal Civil Service Commission has recommended, in a report to the board of education, that they be placed on the civil service list.

In summarizing the facts of the conditions as they now exist the commission states that the janitors are appointed from eligible lists prepared by the commission, that the salaries vary greatly in amount and are computed from the measurement of the school building, and that they are contemplated to be sufficient to ensure the employment of such assistants as are needed, the janitors being held responsible. The report points out that as a result of this system the employees are entirely at the mercy of the janitor, and as it is to their interest to have as few cleaners as possible, the system puts a premium on dirty rather than clean schools.

High School English Teachers.

A permanent organization of the English teachers in the high schools has been effected with the following officers: Pres.,

Theodore C. Mitchell, Boys' High school; Vice-Pres., Josephine Brink, Girls' High school; Sec'y, Harold E. Foster, Morris High school.

Prof. Francis H. Stoddard, of New York university, delivered an address at the organization meeting on "The Duties and Difficulties Which Face the Teacher of English."

"Experience," he said, "has shown that it is very difficult to teach pupils to talk as they should, or to know what they should, yet teachers can accomplish a great deal in the way of elevating the mental and spiritual status of pupils. They can lead them to respect the language by showing them how, thru study, they can grasp the intellectual and emotional contents of language by giving them a working knowledge of the principles on which language is built up, and by manifesting true sympathy with the aroused mind and heart."

"The three chief aims of high school teachers of English should be: First, to afford pupils a discipline as real and as deep as possible; second, to develop in pupils grace and culture, partly thru contact with the literary masters of the

race; third, to help other teachers in every way possible.

The Hebrew Tech.

The Hebrew Technical institute of 36 Stuyvesant street, held its annual exhibition of work and graduation exercises on May 20. The school is practically a combination of a trade school, manual training school, and polytechnic institute, and is divided into the departments of mechanical and architectural drawing, electrical construction, pattern making, and molding.

The course of study covers three years. The first two are devoted to general educational work. In the last year the pupil devotes his time to the particular trade he intends to adopt.

The exhibits in each department were very complete, covering the work from the beginning of the course. There were a large number of articles from the pattern department, a complete line of furniture, a long list of burnt wood work, and models of ancient pottery cut from solid blocks of wood. The graduating class numbered forty-seven.

Educational New England.

A new law in New Hampshire requires boards of education to place a flagstaff on every public school in every district under their control, and to procure a flag for display thereon. The penalty for neglect is ten dollars.

Yale professors will hereafter be retired at the age of sixty-eight years except when specially requested by the corporation to continue in active service. This rule will take effect in three years and will apply to all officers of the university who hold permanent appointments.

Supt. O. H. Adams, of Warren, Mass., has been re-elected at an increased salary. Graduation exercises have been arranged in harmony with the recent suggestions in THE SCHOOL JOURNAL. The valedictory and salutatory have been abolished.

Charles J. Bullock, professor of political science in Williams college, has been appointed assistant professor of political economy at Harvard. Professor Bullock was graduated from Boston university in 1889 and received the degree of Ph.D.

from the University of Wisconsin in 1895. He was instructor in economics at Cornell until 1899, when he was called to Williams.

Prof. A. B. Faust, of the German department of Wesleyan university, has resigned to accept a position with the Nautical Preparatory school.

Thru the death of Mrs. Mary Smith, widow of Dr. Samuel Francis Smith, author of "America," Colby college receives a legacy of \$25,000. Dr. Smith was an instructor at Colby for several years prior to 1841. The degree of D.D. was conferred on him by the college in 1853.

Practical Appreciation.

Dr. Charles W. Deane has been re-elected superintendent of the schools of Bridgeport, Conn., with a \$600 increase in his salary. Superintendent Deane is a native of Springfield, Pa. He was graduated from Alleghany college at Meadville, Pa., in 1884, and in 1892 he received the degree of Ph. D. from the same institution.

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After serving as teacher in various grades and capacities he was elected superintendent of the schools of McKeesport, Pa., where he remained five years. He spent three years as superintendent of the Sioux City, Iowa, schools, and two years as principal of the Indiana, Pa., State Normal school. In 1893 he became superintendent at Bridgeport, so that he has now been there nearly ten years.

Since Dr. Deane became superintendent of the Bridgeport schools, they have increased one-half in numbers. There are now 254 teachers and over 10,480 pupils as against 167 teachers and 7,000 pupils in 1893.

Training in Music and the Fine Arts.

At the closing session of the American Social Science Association recently held in Boston, Frank B. Sanborn, of Concord, was elected honorary president; John Graham Brooks, president; and President Eliot was made a member of the board of directors. Henry Turner Bailey, director of drawing and fine art in the Massachusetts public schools, discussed fine arts as follows:

"The abnormal exercise of any one faculty tends to dwarf and atrophy the others. Our modern ideal is wholeness, completeness, perfection. In the attainment of human perfection, the fine arts are an important factor. The study of fine arts, really the study of beauty as expressed in static forms and colors, is fostered in our public schools. Such study is sure to influence men in a way to facilitate the coming of more ideal ethical relationships; first, by opening the mind and heart to a larger, more appreciative view of nature and the manifold activities of men in every age in the realm of arts; second, by increasing individual efficiency, by giving that skilled hand and that sharpness of eye indispensable to all crafts, and by furnishing inspiring topics of study, lines of activity to occupy the leisure moments of life. The commercial and political success of the nation depends upon the individual, and the character of the individual is determined largely by how he spends his leisure moments. The study of art influences by developing taste. A person of taste transforms his surroundings, produces an environment favorable to the growth of happiness and peace, both in himself and in his neighbor."

THE BROADER MUSIC TRAINING.

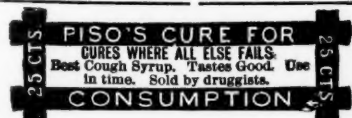
Louis C. Elson, of Boston, made a strong plea for broadening the field of musical training in the public schools, especially in favor of regular cultivation of the ordinary speaking voice. He thought that something ought to be done with children to make their speaking voice more agreeable. His contention was that the cultivation of the voice to make it rich and musical in speaking would give young Americans a practical equipment which they cannot afford to be without. Elocution and singing were good in their way, but he thought they did not go far enough.

Civil Service Examinations.

The next general examination for the state and county civil service of New York will be held on June 13. The following teachers' positions are included: Instructor in machinery, physical instructor in state institutions, superintendent of inspection for the state board of charities, teacher of instrumental music for the state school for the blind.

Persons desiring to enter these exam-

(Continued on page 650.)



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Reduced Rates to Asheville.

Pennsylvania Railroad will sell account the Meeting of the American Society of Civil Engineers at Asheville, N. C., June 8th to 12th, excursion tickets from New York to Asheville at the rate of \$21.70 for the round trip, tickets to be sold good going June 5, 6, and 7, with final return limit of June 15th, inclusive.

The business of the Albany Teachers' Agency has shown a rapid increase during

the last three years, and calls for teachers are now received by nearly every mail. During the year 1902 this agency secured positions for 426 teachers and appearances indicate that the business of this year will be still larger. This agency not only secures positions for teachers of academic and grade work, but for special teachers of art, elocution, music, physical culture, engineering, manual training, agriculture, sewing, cooking, commercial branches, etc. It has been especially successful in finding positions for inexperienced teachers and is glad to have upon its list the names of young men and women who are just about to graduate from college or normal school. Perhaps no agency in the country has done more for such teachers than the Albany agency; and just now it is making a special effort to increase its number of candidates of this class. Teachers who desire positions will make no mistake if they register in the Albany Teachers' agency. All correspondence should be addressed to Harlan P. French, Manager, 81 Chapel street, Albany, N. Y.

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(Continued from page 649.)

inations must file applications in the office of the State Civil Service Commission in Albany before June 8.

Application blanks and information regarding salaries and requirements of examinations may be obtained by addressing the chief examiner of the commission at Albany.

Summer Schools.

A summer school especially adapted for teachers is to be held at Raleigh, N. C., July 1 to 31. There will be instruction in literary subjects, agriculture, including gardening, floriculture, fruit growing, budding and grafting, poultry-raising, and soil culture, manual training, including work in wood, iron, leather, cardboard, basketry, plaiting, weaving, drawing, designing, and cutting, fitting, and making of garments, and nature study including soils, plant growth, plant nutrition, plant diseases, insects, and birds. There will also be a normal department, with a model school illustrating all phases of public school training.

The faculty will be composed of twenty or more teachers from the Agricultural and Mechanical college, St. Mary's school, Peace institute, Raleigh Male academy, and the Raleigh public schools. Charles J. Parker, of Raleigh, is the secretary.

Georgia.

The summer school at the University of Georgia is the result of an earnest desire on the part of the educational leaders of the state to meet the growing demand of the teachers of the lower Southern states for fuller opportunities of self-improvement without undergoing the expense of going to schools far from home. This school will be participated in by representatives not only of the faculties of the various departments of the university, but also of the other colleges of the state, and by other leading educators. The school will be held July 1 to August 8 in the city of Athens, the seat of the University of Georgia, and the educational center of the state. Athens lies among the rolling hills, is high and healthy, easy of access by the four railroads which center there, has a delightful summer climate, pure water, paved streets and all the conveniences of modern life. The class-rooms, laboratories, libraries, dormitories and dining halls of both the university and normal school have been placed at the disposal of the officers of the summer school, thus affording an equipment which cannot be duplicated in the far South. Particular attention is to be given to the courses on education and the problems of the rural schools.

Health, a medical journal published in London, England, editorially says: Those suffering and needing a safe pain reliever, should take two five-grain antkamnia tablets. Any good druggist can supply them and they should be in every family medicine chest.

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Literary Notes.

General John B. Gordon, of the Con-
federate army, whose reminiscences are
now appearing in *Scribner's*, describes, in
the June number, the battle of Antietam,
in which he was wounded six times. He
gives a remarkable estimate of the char-
acter of Stonewall Jackson, who was
killed at Chancellorsville. In the July
number, the anniversary of the battle,
General Gordon will describe the great
conflict at Gettysburg.

The Ridgway-Thayer Company, pub-
lishers of *Everybody's Magazine*, an-
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years vice-president of the Frank A.
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ciated with the *Ladies' Home Journal* for
seven years, and for the past four years
has been with the *Delineator*. The first
issue under the new management is said
to be 157,500 copies.

Prizes for Essays.

The New York Times has announced a
prize competition for essays, based on a
series of articles on the history of New
York, to be written by pupils in the city
schools. The essays must not exceed 500
words. In awarding the prizes, the fol-
lowing points will be considered in their
respective order: Neatness, penmanship,
grammar, best summary of the articles.

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upper grades in the grammar schools,
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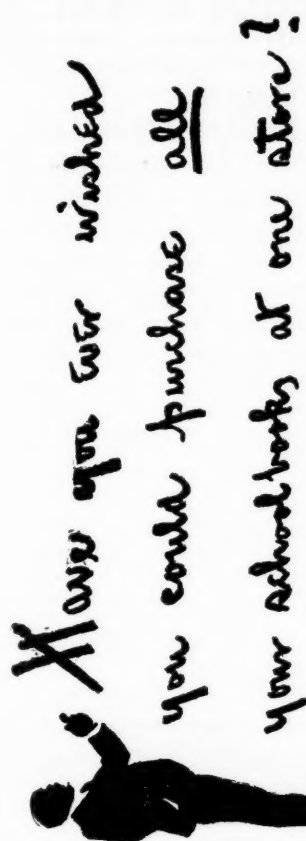
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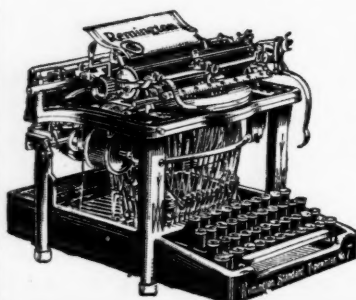
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